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ABSTRACT

This guide is a resource both for organizing and for managing adult literacy programs. Based on the collective input and refinement of national leaders in adult basic education, the handbook provides coverage of program planning, staff development, student recruitment and retention, instructional approaches and techniques, instructional materials, and evaluation, among other concerns. Each chapter of the handbook has been written to stand alone. Following introductory material describing the handbook's purpose, development, and intended audience, the guide is divided into two parts. Part 1 focuses on organizing an adult literacy program, and includes chapters on preparing for an adult literacy program; public relations in a literacy program; delivery of instructional services; staffing; selecting instructional approaches and materials; and planning for evaluation, including means of assessment and steps in evaluation. Part 2 concentrates on the management of adult literacy programs, covering the following material: working with adult learners; recruiting adult learners; the instructional program for adults; and retaining learners in adult literacy programs. Examples of recordkeeping systems for adult literacy programs are included in the handbook's appendix. (KC)

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ED205707

# HANDBOOK FOR ORGANIZING AND MANAGING LITERACY PROGRAMS FOR ADULTS

A resource for those concerned with effective organization and management of adult literacy programs

Compiled by the National Institute for Advanced Studies
through a grant from the
NATIONAL RIGHT TO READ OFFICE, PROGRAM DEVELOPMENT BRANCH
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Department of Health Education and Welfare

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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What kind and amount of SUPPORT and TRAINING is needed to enable adult literacy program directors to make the most effective use of this Handbook?

Responses from the Field Test Directors:

Two two-hour sessions in one day dealing with evaluation; recruitment and retention; instructional planning; communication with others in the field of ABE; and materials, demonstrations, and model programs. (JS)

Perhaps an in-service workshop for program directors would be helpful. However, it is very readable and understandable as it is. (CA)

Regional or state workshops for directors and/or coordinators dealing with organization, funding, and staffing. (MH)

Although I feel little support and training is necessary, an audio-filmstrip, short film, or videotape would be useful in promoting the Handbook and audio-filmstrips for each chapter would be helpful for use in in-service with directors. (PB)

Provide listings of materials and referrals to specific programs. (LS)

A workshop to go with the Handbook. I could visualize a three day training workshop that covers the topics fairly well. It might cost participants $25 or so for each participant. (DH)

$R_2R$ directors would only need a presentation and training session at a director's meeting--preferably after the grant award was made. State ABE directors coud schedule a training session for local directors. The IRA special interest group could schedule a sharing session. (JC)

Contact with state and national advisors and experienced directors. (JH)

Staff development workshops in areas people felt deficient. (AT)

## FOREWORD

This Handbook has been written for the use of those involved in the improvement of adult literacy efforts throughout the nation. It provides a resource for both initial organization and effective management of adult literacy programs. Based on the collective input and refinement of a sizeable number of national leaders in adult basic education, the Handbook provides a thoughtful presentation of program planning, staff development, student recruitment and retention, instructional approaches and techniques, materials for instruction, and evaluation as well as other concerns.

Each chapter of the Handbook has been written to stand alone, making it easy for a reader to locate and use the information needed without reading the entire manual.

It builds in part on experience gained through the National Right-to-Read Effort and was developed because of the concerns of many in that effort to translate their experience into a resource for use in attacking illiteracy.

The Handbook is intended for use by various audiences. These include, but are not limited to:

- Administrators of adult literacy programs
- Community leaders interested in starting adult literacy programs
- University and college adult literacy instructors
- Teachers in adult literacy programs
- Librarians interested in adult literacy programs

Specialists in adult education in federal, state, and local government

Personnel in 'Human Resources' agencies interested in adult literacy programs

Tutors and paraprofessionals interested in a better understanding of adult literacy programs

Each reader should use the Handbook as it relates to his or her unique involvement in adult literacy. For example, state directors of Adult Basic Education may find the entire Handbook useful in critiquing both statewide and local programs. The director of a local Adult Basic Education learning center may find the chapter on staff development or recruiting useful while a group of community leaders interested in initiating an adult literacy program may find the chapters on preparation for an adult literacy program of benefit. Individual sections such as that on diagnostic procedures or understanding the adult learner may be helpful to teachers or tutors while another topic such as that dealing with instructional materials may be of concern to those charged with purchasing, evaluating, or creating reading materials for use with adults.

It is only fair to point out what the Handbook is not. It is not a complete encyclopedia of all concerns relating to adult literacy programs. The ideas, suggestions, and other contents of the Handbook are intended to be helpful without being exhaustive. It is the hope of those who prepared this Handbook that you, the reader and user, may find that it helps you in your efforts to reduce illiteracy.

As editor, I owe a special debt of gratitude to Carol Ann Moore for her careful review of the manuscript and her many editorial suggestions. I also want to thank Selma Lust for her conscientious work as typist and Jane Wiley for her suggestions on format and layout.

D. A. B.

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# PART I.

# ORGANIZING LITERACY PROGRAMS FOR ADULTS

Chapter One

## Preparation for an Adult Literacy Program

The person charged with starting an adult literacy program often has difficulty finding helpful information on procedures. Although many people have worked in such programs, not many have had the experience of starting a good program and have then written to give others the benefit of their experience. When those who planned this Handbook directed their attention to the problem or organizing and managing programs, they decided to include a beginning chapter based on what leaders in adult literacy had learned about starting successful programs. They set out six steps which they felt were important to the successful initiation of literacy programs. Although some would change the order or would encounter circumstances necessitating the adaptation of some of the procedures, the basic content of the steps reflects a consensus of what is important in launching a literacy effort.

*Step 1. Identifying key decision-makers and gathering their support* No one should try to start a literacy program on his own.[1] Whether the initial idea was that of one person or a group of people, one of the first steps in starting the program should be to find who the key decision-makers are who can help with the effort. Personal contact should be made in each community with those who may lend support to the program.

One group of decision-makers would be those within the public sector. This might include the educational leadership from nearby community colleges, trade schools, secondary schools, non-traditional learning centers, and other educational agencies which might have an interest in such an endeavor. The organizer should not overlook the YMCA and the YWCA. One of the oldest adult schools in the nation was begun in the YMCA in Buffalo, New York. The organizer also should make contact with the library or libraries serving the community or area in which the literacy program will be situated. Library support is often of great value.

Another set of decision-makers within the public sector are the human resources agencies working in the community. Those heading vocational rehabilitation, employment, welfare, and the numerous special programs which may be in the area are often interested in improving literacy skills for their clients.

Although it varies with the location, it may prove valuable to contact those in the local, county, or state government to ascertain their interest in such a program. They not only are often interested but are able to provide expertise and assistance.

Those interested in starting a literacy program ought also to contact--in addition to the decision-makers within the public sector--those persons within the private sector to probe their interest and, it is hoped, secure their support. The private sector should include churches and synagogues. Pastors, priests, and rabbis frequently prove strong allies and provide trustworthy support. In some areas granges and labor unions are helpful. Businesses and industries, either individually or through the local offices of the National Alliance of Businessmen, frequently offer valuable assistance.

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[1]The editor recognizes the concern for identifying male and female persons in general references. But in lieu of a smooth solution we use the convention of a masculine pronoun when both male and female persons are included in a reference.

In addition, every locale has its own unique individuals and organizations which should be contacted for help. Only those who live in the area are likely to be aware of them. If the organizer is new to the community, it would be wise to talk with people who can point to individuals who would be most helpful in establishing early support and understanding for the program.

*Step 2. Developing a task force or advisory council.* After having 'sounded out' the community leaders and decision-makers, the organizer's next step is to gather those who may provide continuing advice and assistance in initiating and maintaining a literacy program. There are several advantages to having such a group. They can provide information about all sorts of things from *needs* to *resources*. If "two heads are better than one," then the number of heads available in a task force is absolutely indispensable. They can provide community feedback. They will, if they are properly chosen, provide a 'finger on the pulse' of the people in the area. Not only that, but they will begin to identify with the program and provide support if they are allowed to become a viable part of the adult literacy program. In short, if they are involved in decision-making, they will help the program director make correct decisions, avoid poor decisions, and shoulder a responsibility for the program within the community. These are important assists to any program.

The task force should represent a cross-section of the community. Some members should be chosen because they are leaders within the groups to be served by the program. Some should represent the public sector, others the private sector.

The director wants task force members who have the time and commitment to take an active part on the task force. There is a difference between making a *statement* of support and giving the actual time necessary to make the program effective. An ancient story is told about a hen and a pig discussing support for a worthy program. The hen suggested they each contribute--eggs from the hen and ham from the pig. The pig immediately demurred, pointing out, "On your part, it's a contribution. On mine, it would be total commitment!" The program director needs those who are totally committed!

It is easy to allow the task force to become too large. Eight to twelve members works out well. When the number grows to twenty or more, members become reluctant to discuss things, even items they feel are important.

Among the first specific responsibilities of the task force are helping develop program objectives, suggesting resources, and giving general advice about a proper start in the community. It is important that the director show appreciation for the time spent by the task force members by including their names in the press re-

leases about the literacy program and by listing their names on charts showing the organization of the program.

*Step 3. Assessing community needs for a literacy program.* A community needs assessment may build on information already available. Public schools in the area often have information on the general make-up of the community. The state department of education may have figures on the levels of educational achievement of adults in the area. Secondary schools may have data regarding those who have dropped out of school before finishing high school, including the number who dropped out at eighth grade or before and for each year of high school. Armed forces recruitment centers may provide information on the number from the area who failed to pass the minimum educational requirements for induction into the service. Figures such as these allow the director and the task force to assess the need for a literacy program. Such information is invaluable in winning support from the community for an adult basic education effort. A chart containing the information acquired from a needs assessment should be hung on the director's office wall for easy reference. The form on page 5 may be used as a sample. The indicators called for on the form may or may not be available for a specific program, but other available data may indicate the need in the community or area. The director should adjust the chart to fit the situation.

The director and task force also need to determine precisely the location of the clients they hope to serve. The public schools are often able to pinpoint the areas of greatest need. They may even be helpful in describing the level of instruction wanted by clients within that area although it is more likely that such information will have to be obtained through polling a sample of that community or section. By conducting brief interviews with about 100 people, it is usually possible to estimate the general percentages of people wanting basic literacy, intermediate literacy, and high school equivalency instruction. Incidentally, the polling process can serve as a good means for advertising the program. Each person who is polled may be given a flyer or leaflet containing information about the program.

*Step 4. Developing objectives.* After identifying community needs, the director and task force should develop the objectives of the program. An objective is simply a statement that indicates a desirable outcome. The task force will need to consider *program* objectives, dealing with functional or managerial aspects, and *instructional* objectives which deal with what the program hopes to accomplish in terms of general student achievement. Sample program objectives are

1. A suitable facility will be located within the first month.

## Needs Assessment Summary

Name of the Adult Literacy Program: _____

Date: _____

Names of the Task Force members: Director _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Area ethnic/racial make-up:

_____% Native American
_____% Asian
_____% Black
_____% Mexican American
_____% Puerto Rican
_____% White
_____% other

Indicators of socio-economic status of the area:

_____% on Aid for Dependent Children
_____% unemployed
_____% receiving unemployment compensation

Needs Assessment Summary con't

Educational data:

Percentage of students dropping out of school last year

_____% at 8th grade or below

_____% at 9th grade

_____% at 10th grade

_____% at 11th grade

_____% at 12th grade before graduation

Percentage failing minimum educational requirements for induction into the armed forces:

_____% Air Force

_____% Army

_____% Coast Guard

_____% Marines

_____% Navy

_____% Total

Years of schooling completed by adults in this area:

Number of adults:

_____ 0-4 years of school

_____ 5-8 years of school

_____ 9 years of school

_____ 10 years of school

_____ 11 years of school

_____ 12 years of school

_____ 13 or more years of school

2. Three teachers will be recruited and oriented to the program within the first two months.
3. A tutor supervisor will be recruited and oriented to the program within the first six weeks.
4. At least twenty students will be recruited within the first two months.

Other program objectives may deal with obtaining funding, securing instructional materials, and other factors involved with establishing and maintaining the program.

Instructional objectives, on the other hand, relate to the student gains. Sample instructional objectives are

1. Seventy-five percent of those participating in the program for at least 100 hours of instruction will have gained one year or more in reading ability.
2. Fifty percent of those at the priority one level (lowest ability level) will reach the second stage of the adult performance level scale within 200 hours of instruction.

Additional instructional objectives could relate to the attainment of higher levels of literacy, mastery of specified clusters of survival tasks, improvement in basic skills, and ability to handle various levels of reading in English for those for whom English is a second language.

Neither the program objectives nor the instructional objectives should be confused with the *performance* objectives frequently used in planning an individual student's daily instruction. Both program and instructional objectives, as they have been discussed here, relate to overall aims. Performance objectives usually relate only to an individual student or to small groups of students working together on the same skill or other element of reading mastery. Performance objectives, obviously, would not be a concern of the director and the task force.

*Step 5. Locating resources.* After the director and the task force have developed the objectives for the program, they must turn their attention to the problem of locating the necessary resources, both human and physical, for accomplishing those objectives. It is not possible to operate a program without competent people to teach the students, coordinate the program, recruit those who can benefit from the program, and do the various things essential for a successful program.

Staff needs vary with the size of the program. A small program may function quite well with a lead teacher/director and one or two teachers or tutors. A large program may need a director, an associate director, a staff of professional teachers, a sizeable number of volunteer or paid tutors, a tutor coordinator, a tutor supervisor for each 8-12 tutors, one or more secretaries, a clerk to keep track of records, counselors, a psychometrist or test administrator, a person in charge of child-care aids to assist in the child-care center, a student recruitment coordinator, recruiters, a coordinator for the library/media center, an instructional coordinator, a staff development coordinator, a public relations director, maintenance supervisor, and one or more custodians. Although the areas represented by the above positions must be considered even in an average-size adult learning center, usually several positions are assigned to one person. For example, the associate director may be responsible for instructional coordination, staff development, and tutor coordination.

In organizing a new adult literacy program, it may be helpful to identify *immediate* staff needs, appointing other positions as the need for them becomes apparent.

It is helpful to decide beforehand the qualities the director should look for in selecting staff. Three qualities are of major importance: 1. the ability to get along well with ABE students, 2. the ability to get along well with staff members, including the director, and 3. a good knowledge of the jobs staff members perform. Other desirable qualities include flexibility, patience, dependability, cleanliness, vitality and enthusiasm, and punctuality. Sometimes it is easier for a tutor or teacher to get along well with the students in the program if they are from the same ethnic group or the same locality, but not always. Sometimes a teacher's warmth and friendliness are enough to overcome all obstacles, making students forget differences in racial background or locale.

The task force often assists in finding staff members. They usually know the area and the people in it. Even if they do not know the names of specific people, they often know someone who does. Good rules to observe in finding staff members include: 1. making needs known, 2. recruiting actively through phone calls to those who can provide leads and through lead followups, and 3. placing notices where they will attract attention or sending them to churches and civic organizations. The selection of a good staff is one of the most important actions taken to insure a strong program. It should not be left to chance.

Institutional resources involve housing for the program. An adult learning center must have an adult atmosphere that includes a place in which to make coffee and buy soft drinks. There should be an area for smoking. The instruc-

tional area should have flexible seating--preferably tables and moveable chairs. The atmosphere should be warm, light, and inviting. The center should be accessible, if possible, close to the students who will use it. It is best if the center can be reached by public transportation. Parking should be available and the area lighted if it is used at night. The facilities should be available ordinarily during the evenings and for special occasions like award nights and special holiday dinners. The facility must be architecturally accessible to disabled students which would probably preclude buildings with stairs and no elevators. There should also be parking and restroom facilities for the disabled. Otherwise, the learning center will not be in compliance with the law.

The facilities will need telephones, typewriters, tables, chairs, and kitchenette equipment. Other adjuncts to the instructional program include chalk boards, projectors, screens, and a ditto machine or other duplicator. In addition, direct instructional materials and supplies are pencils, pens, paper, duplicator masters, erasers, paper clips, thumb tacks, rulers, and a variety of adult instructional materials.

Although these materials usually may be purchased through the program budget, there are times when the budget can cover only the salaries of the staff. When this is the case, the director and the task force must find the necessary supplies elsewhere. In the initial stages of the program, neighborhood betterment organizations, veterans groups centered in the area of the program, and businesses and industries often help.

It is frequently helpful to seek advice and assistance from state and national offices that deal with adult basic education. The Right-to Read Effort and the Adult Basic Education offices within the United States Office of Education, or the state equivalents of those offices within the local state departments of education, can often help with specific questions and problems faced by the director of a new literacy program. In addition, the Educational Retrieval and Information Centers (ERIC) can provide information on a variety of subjects. Most libraries can assist anyone who wants to make use of ERIC.

*Step 6. Funding.* Without money, the program stops. Every program director must be concerned to some extent about sources of funding. Garrett Murphy, the director of an adult learning center in Albany, New York, says it is his primary responsibility as director to try to maintain an adequate level of funding so that the center can keep its doors open.[1]

---

[1]Brown, Don A., IRA Model ABE Programs, 'Adult Learning Center, Albany, New York,' International Reading Association, Newark, Delaware: IRA, 1975.

But where does one look for funding? Many sources provide support for literacy efforts. They include federal, state, and local agencies; foundations; private businesses and industries; and nonprofit agencies. Funds may be provided through grants, contracts, and sometimes as gifts. Thus, sources of funding may be varied.

The federal government, which shoulders a major portion of funding for the country's literacy effort, usually advertises for those who want to *contract* for federal monies in the *Commerce Business Daily*. The federal government advertises the availability of *grants* through announcements in the *Federal Register*. Most United States Office of Education programs addressing literacy make funds available through discretionary grants. Persons seeking such funds may write to the specific office for application information. For example, if one were interested in a Right-to-Read adult program, information could be obtained by writing directly to the Right-to-Read Office in Washington, D.C.

It is important to follow the directions carefully in writing a grant proposal. Procedures call for nationwide competition for most grants so that careful adherence to instructions is essential if the proposal is to have a fair chance. Requirements for funding and the criteria by which each proposal will be evaluated are contained both in the advertisement in the *Federal Register* (for grant proposals) and in the grant proposal information supplied by the program. Most programs have a set date by which all proposals must be submitted. If a proposal is late, it will not be considered.

If a proposal is submitted but not selected for funding, it is possible to request the comments of those who reviewed the proposal. Reviewing the comments is often helpful in improving the next proposal submitted.

The following checklist may aid in reviewing a proposal before submitting it:

---

Is the applicant eligible according to the proposal guidelines?

Does the proposal fall within the aim of the legislation?

Does the proposal meet each of the evaluative criteria?

Does the proposal assure compliance with the applicable civil rights laws and other federal laws and regulations requested in the guidelines?

Does the proposal include the budget information and work statements for multi-year funding, if applicable?

---

Although most funding for adult literacy programs comes from federal sources, a number of other agencies and organizations concern themselves with literacy problems. As the local director seeks funding, the state director of Adult Basic Education may point out church groups, businesses, industries, foundations, ethnic groups, and even private individuals who might be interested in helping. Many businesses and foundations will contribute within their geographic areas, thus eliminating the national competition for funds. Many states have their own funds to aid in the organization and establishment of new educational efforts. A number of local school districts have begun to earmark funds for basic education for adults as well as children. Some unions make educational betterment one of their aims, and they are sometimes willing to help finance programs which union members may use to improve their basic educational level. And as mentioned, some church organizations are influential in their efforts to improve adult literacy. The director may also want to explore the possibility of securing funding through the United Way. In many places, this has become an ongoing source of support.

Each of the groups mentioned have slightly different approaches to funding. Some groups want only simple two-or-three-page proposals with a budget itemizing the purposes for which the money is to be used. Others, especially some of the foundations, want more comprehensive proposals. Most proposals, however, are less complicated than governmental proposals.

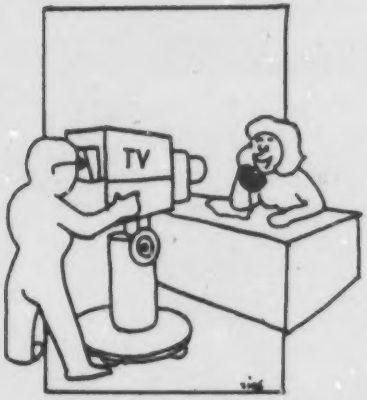
An additional means of financing a literacy program is through private fund-raising. Although it is difficult to underwrite completely a sizeable program through private fund-raising, it is often possible to pay for certain equipment and supplies or to raise the money for specific needs through such an endeavor. The director, as he investigates the feasibility of private fund-raising, should seek the advice of an individual in the community who may have done something similar. Churches, lodges, veterans' groups, and other organizations may have had some success with fund-raising. Usually, one person is responsible for that success. The assistance of an experienced fund-raiser in organizing a money-making activity for a program usually enhances the possibility of a successful event. Even the choice of activity may be left largely to the fund-raiser.

Independent fund-raising has an obvious advantage. No one will establish rules and regulations on how the money may be spent--materials, salaries, equipment, or what have you. The director and task force are free to use the money in ways most advantageous to the program.

One last point relates to funding. Many organizations and individuals have no *money* to contribute but willingly give furniture, equipment, books, or materials. A program should not look as if it were outfitted at a local garage sale. Many contributed items, however, are helpful and acceptable. Coffee makers and furniture

for a lounge area, paperbacks and books for the library, even items like a desk and chair for the office may be donated if the needs of the program are known. Some centers supply a 'Christmas list' of items the new program needs, circulating it to those who are interested in the effort.

*Summary.* Leaders in adult literacy have found certain steps important in establishing successful programs. First, key people in the community should be identified and their support secured. Second, a task force which is representative of the community and willing and eager to serve should be appointed. Third, the needs of the community for a literacy program should be firmly established. Fourth, clear-cut program objectives should be developed. Fifth, the resources necessary to carry out the program and accomplish the objectives should be located. Sixth, persons most in need of the services provided by the program should be identified. And, seventh, funding should be secured for the program.




Chapter Two

## Public Relations in a Literacy Program

Major purposes for developing a public relations program are to make the community aware of the need for literacy improvement and to acquaint them with the specific adult literacy program being organized. Then, after the program is established, an ongoing public relations effort is needed to keep the public informed about the program.

***Establishing Cooperation.*** It is important to establish a cooperative working relationship through a public relations program with other agencies; businesses; industries; and educational, religious, social, and ethnocultural organizations in the area. Through this relationship, the program and the agencies, businesses, industries, and organizations all mutually benefit as they share or exchange services, technical knowledge, and occasionally even facilities.

Although it is possible for the program director to work out these relationships, an effective alternate is the appointment of a 'Cooperative Efforts Committee' composed of people who have the time, interest, and, it is hoped, some experience in the area of public relations. Frequently, senior citizens organizations have the expertise within their groups to organize and carry out a good public relations campaign.

The advantage of charging a Cooperative Efforts Committee with most of the public relations responsibility is that the director can use that time for program matters. The director should make sure that the committee is knowledgeable about the reasons for the existence of the program. The committee should understand the benefits and advantages of the program--not just the program's operation. With this knowledge, the committee can serve more effectively as an advocate within the community.

The director should meet with the committee initially, helping them map out strategies to interest and inform the community about the program and devising goals and means of cooperative effort with others.

After the Cooperative Efforts Committee has developed a plan outlining the actions they feel should be taken, they should meet with the task force to review the plan and consider means for its implementation. It is important that the task force be informed and that, as they review the plan, they have suggestions about ways in which to interest other organizations in cooperating with the adult literacy program. Frequently, individual members of the task force or the committee will willingly make personal contacts with other organizations or agencies to 'open the door.'

Once the committee has established communications with a company or an institution, the committee may show the organization how to survey the needs for literacy training within the organization. The committee may provide advice, suggestions, or even a brief training session, using a form similar to the one on the next two pages. The form serves both as a survey and recruitment instrument. The interviewer should enter the information called for on the right-hand side of the first page for later reference and then begin the interview. When the individual being interviewed is reluctant to give information about addresses or phone numbers, continue without that information, if possible.

The interviewer may want to let the person being interviewed mark the level of ability for each of the areas--reading, writing, spelling, and arithmetic. If the person cannot read well enough to understand the scale, it is necessary to read the points on the scale to him.

The second page is more difficult than the first. However, even though most people can respond to the page on their own, it is important that the interviewer answer any questions which may be raised. It is often faster to administer the second page in standard interview fashion, asking the person being interviewed each question and recording the answers.

## Survey and Recruitment Form

Name:_____ Interviewer:_____

Address:_____ Date of interview:_____

_____ Location of interview:_____

Home phone:_____ Number of interview:_____

I. Survey

On the scale below mark how you think you compare to other people in this country in ability to read, write, spell, and do arithmetic.

1. Reading ability:

| Unable to read | Poor reader | Average reader | Good reader | Excellent reader |
|---|---|---|---|---|

2. Writing ability:

| Unable to write | Poor writer | Average writer | Good writer | Excellent writer |
|---|---|---|---|---|

3. Spelling ability:

| Unable to spell | Poor speller | Average speller | Good speller | Excellent speller |
|---|---|---|---|---|

4. Arithmetic ability:

| Unable to do arithmetic | Poor | Average | Good | Excellent |
|---|---|---|---|---|

II. Recruitment Please respond to the following questions.

1. Are you interested in improving your reading abilities? Yes No
2. Are you interested in improving your writing abilities? Yes No
3. Are you interested in improving your spelling abilities? Yes No
4. Are you interested in improving your arithmetic abilities? Yes No
5. What is the highest grade you completed in school?

   0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

6. If an adult program for skill improvement was available, would you attend? Yes No

   (If 'no,' terminate the interview.)

7. What hours could you attend?
8. Would you need child care for your children? Yes No
9. Put a check mark ( ) in front of each statement below which tells why you want to improve your abilities.

_____ I want to learn to read.

_____ I want to be able to read to my children.

_____ I want to be able to write letters to people.

_____ I want to be able to read well enough to get a job.

_____ I want to be able to read the Bible.

_____ I want to be able to read the newspaper.

_____ I want to be able to improve myself.

_____ I want to be able to get a better job.

_____ I want to get a high school diploma.

_____ I want to go on to college.

The bottom portion of the second page contains a list of some of the reasons why one might want to improve one's abilities. They are ranked in an order of increasing difficulty, reflecting increasingly higher levels of ability. In interpreting the responses to the list, it is important to remember that a person with quite limited abilities may aspire to go on to college and, therefore, mark that statement. The difference between a good and a poor reader lies in the level at which a person *begins* to make responses on the list. An individual with generally good ability usually does not start making responses to items such as 'I want to learn to read' or 'I want to be able to read to my children' because he can *already* read that well. If the first item an individual checks is 'I want to get a high school diploma,' the interviewer or director may reasonably suppose that that person would be a possible candidate for a high school equivalency program but not for basic or intermediate reading instruction. Of course, actual testing, intake counselling, and placement would take place when he enrolled in the program.

After the intial survey within a company has been completed, the Cooperative Efforts Committee may encourage the company to make periodic recruitment efforts, letting company employees know about the services which the program offers. The learning center should provide recruitment materials and help in setting up the recruitment program. The surveys let the program staff know when clients would be interested in attending the program and whether or not they would need child care for their children.

Although it is true that not all individuals who say they are interested will come, it is equally true that the survey will create interest and spread the word to others who were not interviewed.

The Cooperative Efforts Committee may also be able to interest some companies and institutions in a shared-time program by which instruction may be offered in company facilities. A number of businesses have even allowed released time for some of their employees making it possible for them to attend classes or work with a tutor during their regular work shift without loss of pay.

***Use of the Media.*** In addition to establishing cooperative working relationships with other agencies and organizations, a public relations effort should make use of the media--radio, television, and newspapers--to inform as many people as possible about the program. It is important to identify key media people assigned to cover education and acquaint them with the adult literacy program. Newspapers are usually willing to run a story about a new program, but they will not, of course, continue to run the same story or even a slight variation of that story, more than once. It is important, therefore, for the director to find a staff or committee member who will provide new and interesting 'angles' for news stories. For example,

one story might focus on the beginnings of the program--naming the task force, finding a location for the learning center, and so on. Another story might deal with a shared-time instructional plan with a local company. Still another might publicize an awards night, a visit by an important state or national official, or a human interest story about a student who has done well. It is not enough simply to ask the newspapers to write a story about the center. The program should regularly supply news stories that include black and white glossy photographs and captions that identify people and places.

The program director can save time if someone can be located who is willing to assume the responsibility for working with the media. A student from a nearby college or university may be interested in doing a journalism internship with the program. If there is a chapter of the American Association of University Women nearby, the director may be able to obtain the help of a chapter member with journalism experience. Senior citizens groups often have members with journalism talent. And do not overlook the ability represented by those who may have contacted the program to work as tutors. Churches and synagogues, too, may have members interested in working for the program with the newspapers.

Radio is similar in some respects to the newspapers but markedly different in other respects. News of local interest is carried both on radio and in newspapers. Radio, however, devotes less coverage than do the papers to such matters. This means that the opportunity to get a fair hearing through radio coverage is less likely than through the press.

Three approaches to radio are productive. First, public service announcements are free spots that usually describe activities within the area. The stations are usually willing to run announcements pertaining to the initiation of the adult literacy program and at other times when additions, changes, or special events occur. Although public service announcements are frequently put on the air at times when there are not many listeners, they still seem to be productive.

Second, many stations have interview shows which feature people talking on topics of interest to the listening audience. Appearance on one of these shows is a good means of advertising the program.

Third, local disc jockeys can promote the program. With a little effort it is possible to learn which disc jockeys are popular with the clients the adult literacy program hopes to reach. The director and several task force members should invite these disc jockeys to lunch and explain the program to them. They may willingly 'plug' the program during their shows. One program has had an excellent recruiting response due to the backing of a popular 'DJ.'

Both radio and television are required to allocate free air time to worthwhile nonprofit activities and organizations. United Fund, Girl Scouts, Campfire Girls, Boy Scouts, and Boys Club, are examples of organizations which benefit from this requirement. It is possible for the director or a staff member to produce a spot announcement with the help of the station. Many adult literacy programs have used this approach.

Television is an expensive medium. Yet many stations have interview programs similar to those on radio and are willing to invite the director and/or staff to appear on a program or portion of one on which the adult literacy effort is discussed. Occasionally a station will run stories about the center. Sometimes a station will even make the program a special project, plugging it at newstime, mentioning it several times daily on local programs, and helping with public service announcements.

The program director must realize that the best way to get results is to talk with those who have the power to make decisions. It is a mistake to talk only with the receptionist. The director should make an appointment to talk with the editor, station manager, or the person on the staff of the paper or station who has primary responsibility for the sort of coverage the program needs. In talking with the editor or manager, the director should be well informed about the needs in the community gained from the needs assessment. The director should be enthusiastic about the program, explain the goals of the program, tell what needs to be done to make the program a success, and have some diplomatic suggestions about how the editor/station manager might help. The director should remember that the editor or radio newsman or television talk show host is *looking* for interesting material.

A special word should be said about ethnic community press and radio. If the clients the learning center hopes to reach come largely from a certain ethnic community, it is doubly important that contacts be made with the media that cater to that audience, and in some areas announcements should be bilingual.

*Flyers, Posters, and Slogans.* Many programs use flyers to advertise their services to the community. An attractive flyer can tell the story inexpensively. Contact grocery store managers in the community the program hopes to serve, asking them to put a flyer in each customer's bag of groceries. If all stores are willing to help in this way, the neighborhood can be thoroughly covered within a week. This approach works better than the distribution of flyers through the area by door-to-door delivery and usually with less negative comment.

Posters hung in stores are also effective. Again, since everyone goes to grocery stores, they are good places in which to put posters if the store manager is willing to do so. But one should not limit posters only to grocery stores. Posters

in doctors offices, clinics, banks, places where money orders or food stamps are sold will all attract attention to the adult literacy program.

Some programs place canisters in stores, taverns, bowling alleys, and restaurants asking people to suggest names of individuals who need help in learning to read better. The adult learning center will contact them, offering assistance. The canisters should be checked regularly. One program uses a canister label that reads:

**YOU Can READ This!**

**There are 19 Million**

**AMERICANS**

**who CAN'T!**

**YOU CAN HELP THEM!**

1. PUT THEIR NAMES AND ADDRESSES IN THIS CAN.
2. TELL THEM YOU DID IT.
3. THEY WILL BE CONTACTED AND TAUGHT TO READ OR TAUGHT TO READ BETTER.

**IT IS FREE!**

The director should consider the possibility of developing a slogan for the program. A contest to find the best slogan attracts attention to the program and gives it a catchy phrase which can be used in future advertising. The nation has girded itself for war under slogans like 'Remember the Alamo,' 'Remember the Maine,' and 'Pearl Harbor.' The literacy efforts of Frank Laubach bring to mind 'Each one teach one.' Every advertiser knows the value of a good slogan associated with a product.

Of course, with a slogan contest, it is possible to have a winner and *many* runners-up, giving many people the opportunity to receive mention for their efforts. A suitable prize for the winner(s) could be a choice of a book from a local bookstore.

*Summary.* A public relations effort should make the public aware of the need in the community for an adult literacy program and acquaint the community with what is being done to meet that need. A Cooperative Efforts Committee can be a useful vehicle in working with various companies, organizations and agencies to survey and recruit clients. The media can be hlepful if approached in a manner which capitalizes on the ability of each--newspapers, radio, and television--to reach the public. Flyers, posters, canisters, and slogans can be used to advertise the program. In some areas, announcements should be bilingual.

Chapter Three

Facilities and the Instructional Program

The choice of facilities is one of the most important considerations in the delivery of instructional services to the clients for whom the program was created. A poor choice may doom the program to failure from the onset. Although good facilities do not insure the success of the program, they are a definite asset.

*Selecting a Location and Facilities.* The choice of a location and the utilization of facilities depend on the sort of a program envisioned. A home study program, which takes the instructional program to the clients, has a set of space needs different from those of the typical adult learning center. The home study program requires less space than does the learning center but must include an area adequate to house the books and materials checked out to students in their homes and an area sufficient to serve as a home base for each home tutor.

An adult learning center should have an 'adult' atmosphere Some centers trying to make use of elementary schools have not attained the success they would have in more mature settings. There should be some degree of comfort--a sort of homeyness to the place designed to make the new adult student feel more at home and more relaxed. Most adult literacy students have had minimal success in traditional school settings; therefore, programs should avoid the appearance of grade

school wherever possible. There should be an area in which the students can relax and talk. The setting should be more like a teachers' lounge than a traditional classroom. There should be a place for a coffee pot, hot water for tea and hot chocolate, soft drinks, and perhaps even candy and snacks. Some centers make a point of including more nutritious foods such as milk, sandwiches, apples, and peanuts. If possible, there ought to be a refrigerator--a used one can be quite inexpensive--for sack lunches and medications needing refrigeration.

There should be an area for smoking, but it should usually be a special area apart from the lounge where others congregate. An increasing number of people find smoking unpleasant, and complaints will surely arise if food and tobacco smoke are mixed in the same room.

There should be ample room for the instructional areas. Individualized instruction takes more space than does traditional classroom instruction. Architectural guidelines suggest 8-10 square feet of space for each adult in attendance. This means, for example, that if there were expected to be 30 adults in the center *at one time* there should be 240-300 square feet of space to accommodate them. This would be the equivalent of rooms measuring fifteen feet by sixteen feet (240 square feet) to seventeen by eighteen feet (306 square feet).

The instructional area(s) should have moveable chairs and tables or individual desks. Carrels are acceptable for certain kinds of work. If carrels are the only furniture used, however, it will cause many students to feel that the program is cold and impersonal because they haven't the opportunity to interact with other students easily. Less desirable than carrels are desks fastened in place as in older schools. Flexibility should be the key in outfitting the instructional areas with student furniture.

The facility should have a bright, pleasant, airy appearance. Freshly painted walls can do wonders. One adult center used the talents of its clients to repaint its facilities, transforming a dark, drab warehouse into a sparkling, light suite of rooms that made a warm, happy impression. New light fixtures also help. Floor coverings in the facility add new brightness.

The director, before deciding that a place is unsuitable, should consult a carpenter or contractor who can determine if changes can be made without great expense. It is often possible to set up new walls or partitions or to move the walls that are already in place.

There is a need for office space and for records and storage. The reception area in larger centers should be located so those coming into the center for the first time can be easily seen and welcomed by the receptionist. The office for the director should also be located so new students can find it easily. Records should

be located near the receptionist and director's areas. The center also needs a private area for testing and conferences. There ought to be adequate space for bookshelves and files to house materials and tests. A media center with audio-visual equipment and materials can include books, workbooks, other software materials, and a place for tests. An area should be available for student browsing and reading either as part of the media center or adjacent to the student lounge area.

The center should also have a room which can be darkened to show films. This same room can be used to replay video cassettes for clients or for staff development.

The place should be safe for use during the evening. A location which appears safe during the day may be threatening for students at night. Entrances and the parking areas should be well-lighted during the evening.

The facility should be accessible to the population the program hopes to serve. The shorter the distance clients have to travel, the more likely they are to come. There are often divisional barriers which must be considered. One program found that its students would not come to a new center because it was located in an area of the city with an ethnic population different from that attending the program--although the location was within only a few blocks of most of the clients' homes. Public transportation service is also a consideration. It is a distinct advantage to be within a block or two of bus service.

The facility should be available for occasional special activities such as award nights or potluck dinners. Evening use is important in most programs although some programs offer services only during the day or only at night.

Finally, the facility must meet legal requirements. It must be accessible for use by handicapped persons; it must provide a sufficient number of restrooms; parking should be available to handle the number of people using the building, and exits must be clearly marked and the building easily vacated in case of fire. Before the director makes the final choice of a location, he or she should call the community or county building inspector. He will check the building to determine if it is safe and useable as an adult literacy center.

*Facilities for Different Instructional Approaches.*

As previously discussed, different approaches have different space demands. Home visitation needs less space because instruction takes place in the homes of the clients. On-the-job and shared-time programs use instructional space provided by the company, and space provision becomes less of a concern for the literacy staff. The larger shared-time and on-the-job programs operate as satellite programs with what may amount to an adult learning center in company facilities. Many of the concerns such as lounge areas, parking, accessibility, and smoking areas are

the concern of the company and not of the adult literacy staff. The staff will, however, still concern itself with the actual instructional setting, student furniture, placement of bookshelves, storage, and other matters affecting the program.

Satellite programs established by the adult literacy center do not differ in general from the parent center in matters of location and facilities. Basically the difference will be in terms of size. Libraries are often a good site for satellites. Mobile learning centers are less popular than they were a few years ago, but some centers are still in use. They are particularly useful in working with migrant populations or in rural areas. Facilities for a mobile unit must be compact so there can be little space used for relaxation. Some mobile units combine the usual mobile approach with a home study approach. This has the advantage of a larger supply of materials available to the teacher/tutor than is the case when the instructor must transport everything in a car.

In a community school concept, the adult learning center has the advantage of sharing lounge, refreshment, smoking, and supplementary facilities with the rest of the school, making it less expensive for the adult literacy program.

*Summary*. The facilities for a learning center should include: a lounge with refreshments available, a smoking area, instructional space with moveable tables and chairs or desks, office and space for records, storage for materials, media center, book shelves, and a room for showing films. The facilities should be bright, welcoming, safe, and well-lighted, have ample parking, and be accessible by public transportation. The facilities should be available for evening as well as day use and for special events.

Each instructional program has its own space needs. Those which deliver instruction to the home or business need less space than those centers where the students work in facilities provided by the adult literacy program.

Chapter Four

Staffing

Many adult literacy programs utilize both professional (paid) and volunteer staff members. The first staff members to be chosen--the skeletal frame on which most programs function--are the professional staff. But volunteers function in vital roles. In fact, many programs would have to reduce their services if volunteers were eliminated from the program.

***Staff Recruitment.*** It is axiomatic that the most important factor in education is the teacher--not the materials, not the facilities, not the instructional approach--the teacher. The selection of teachers, tutors, and paraprofessionals is, therefore, of major importance. With a good teaching staff, there will almost always be good results.

As a program begins, one of the director's first chores is finding those who will be effective instructors. Although there is no universally accepted definition of the terms, "teacher" usually designates a professionally trained instructor. "Tutor," on the other hand, commonly means an instructor who has not been professionally trained and for whom teaching is not a life's work. In addition, a tutor is usually viewed as one who works individually with a student, providing special or additional instruction under the direct or indirect supervision of a professional teacher. A "paraprofessional," like a tutor, usually is not

professionally trained and does not look upon teaching as a career. Customarily, paraprofessionals are paid for their services, and they often receive some pre-service and/or in-service training. Unlike tutors, paraprofessionals frequently are used in tasks outside direct instruction, working with the preparation of instructional materials, keeping records, doing telephone contact work, helping with student intake, and many other chores which will free professional teachers to work with instruction.

A number of programs use the terms "paraprofessional" and "paid tutors" interchangeably. Although there is some difference between the two terms in that tutors ordinarily are used only as part of the instructional force, the two terms are acceptable synonyms. The term most commonly used in this Handbook is "tutor," and tutors are differentiated as "paid" and "volunteer."

Colvin and Root describe the ideal tutor as one possessed of patience, understanding, concentration, adaptability, kindness, enthusiasm and encouragement, a sense of humor, awareness of special problems, dedication and influence, creativity, perseverance, and commitment.[1] Obviously, many of these same attributes would be important for any instructor.

A rating scale for teachers/tutors in adult literacy work appears on page 29 It may be useful in either an initial interview or an evaluation of the instructor after a short period of internship. It sometimes may be useful to have the students evaluate the instructor if the director approaches it in a diplomatic fashion. Many of the items of the scale are similar to those mentioned by Colvin and Root, but the scale includes other attributes such as knowledge of teaching area, punctuality, and personal cleanliness.

Professional and volunteer staff members have different roles and advantages in a program. Because the volunteer is unpaid, the program can expect to make use of that person's services only at a time which is convenient to him. Although many volunteers are extremely conscientious, personal concerns will more likely interfere with the instruction time of volunteers than with the time of paid staff persons. Three advantages in the use of volunteers are 1. lower instructor costs, 2. high personal and character qualities, and 3. identification of the program with a broader spectrum of the community than would be possible with only a paid staff.

Advantages in the use of professional staff members include 1. generally higher level of teaching preparation and competence, 2. willingness to give first

[1]Colvin, Ruth J. and Jane H. Root. *Tutor*, Syracuse: Literacy Volunteers of America, 1976.

*Rating Scale for Teacher/Tutors*

*Directions:* Adult literacy teachers are frequently rated on the variables below. Indicate the extent to which each characteristic is true by circling the appropriate number. If always or almost always true, circle 1; if true most of the time, circle 2; if true sometimes but not most of the time, circle 3; if never or almost never, circle 4; if undecided, circle 5.

| | |
|---|---|
| Interpersonal relationships: | |
| Able to get along well with ABE students | 1 2 3 4 5 |
| Able to get along well with other staff members | 1 2 3 4 5 |
| Able to accept suggestions | 1 2 3 4 5 |
| Professional competence: | |
| Knowledgeable in teaching area | 1 2 3 4 5 |
| Willing to spend time needed to do a good job of teaching | 1 2 3 4 5 |
| Willing to take part in staff development | 1 2 3 4 5 |
| Utilizes time well during instruction--concentrates | 1 2 3 4 5 |
| Teaching behavior | |
| Patient with students | 1 2 3 4 5 |
| Persists in spite of discouragement | 1 2 3 4 5 |
| Encouraging, supportive, and kind | 1 2 3 4 5 |
| Maintains a good sense of humor | 1 2 3 4 5 |
| Tolerant and helpful toward students with special problems | 1 2 3 4 5 |
| Vital and enthusiastic | 1 2 3 4 5 |
| Personal characteristics | |
| Flexible and adaptable | 1 2 3 4 5 |
| Dependable | 1 2 3 4 5 |
| Dedicated | 1 2 3 4 5 |
| Punctual | 1 2 3 4 5 |
| Clean | 1 2 3 4 5 |

priority to the program, 3. greater flexibility in scheduling, and 4. longer tenure in the position. The professional and volunteer staff members differ, too, in the roles they fill. The director, master teachers, full-time teachers and full-time tutors should probably all be paid staff. Volunteers generally should have less arduous time commitments.

Although finding qualified professional teachers can be a difficult task, the availability of candidates varies according to the hours and the job descriptions. Qualified women whose children are in school usually are willing to fill part-time day positions. In university and college towns, graduate students, spouses of graduate students, and faculty wives are often good candidates. It is more difficult to find those who will teach during the evenings. Many school districts keep lists of people who want to do substitute teaching, and, frequently, they are willing to share the names with the director of the adult learning center. The state employment service often has names of potential teachers who may be good candidates. Other sources include the local teachers organization, the retired teacher organization, the local chapter of the American Association of University Women, and--with the permission of the school district--teachers who seek extra work at night.

It is often possible to find good tutors who are not certified teachers but who work well with adults and who are willing to be trained in a staff development program. If the program has the services of a master teacher who can give the tutors help and advice, many of them do well.

Although one may carefully interview prospective teachers or tutors, it is hard to be sure they will do well when they actually begin working with adults. Several adult programs never hire a staff member for a lengthy period initially. The programs prefer to hire a person for two or three months to see how they will do. Then if everything works out satisfactorily, they hire the person for a longer period. To some extent this avoids the embarrassment of asking someone to leave the program because he is not doing well. Other programs ask the candidate to work in the program for a few days to determine if the candidate enjoys the job and if the students relate well to the candidate.

People from the same geographic area or from the same ethnic group as the students frequently--though not always--make the best tutor candidates. They usually relate to the students with whom they work. But the reasons lie more deeply than similarity of geographic or racial origin. The tutor who does not use the same dialect or who dresses differently may cause the student to feel that the tutor is "putting on airs" or feels superior to the client. Some tutors have been frustrated in their humane efforts because their appearance branded them as alien to the area. Clients would not relate well to them.

Yet there are always exceptions. One extremely capable instructor had been the wife of a wealthy Spanish noble. She was quite successful working with ABE clients because, despite some apparent differences, they knew she honestly liked them and they related to her comfortably.

Because it is usually more difficult to find volunteer than professional staff, the roles for volunteer staff personnel should be clearly outlined. If the volunteer staff and some paid tutors are doing the same thing, there is likely to be jealousy between the two groups. Volunteer staff may, for example, be those who contribute from 2-5 hours of instructional time each week, approximately 100-250 hours per year. It is wise not to *hire* someone else to teach the same amount of time. A guideline might stipulate that paid staff are expected to work a minimum of 20 hours per week or 1000 hours per year. Such a guideline would delineate the roles of the volunteer and the professional or paid tutor, avoiding confusion and the risk of disharmony.

Sources of volunteer tutors include church groups (probably the *largest* single source), community Volunteer Action Coordinators, associations of senior citizens, college students, and service clubs, among others. Posters in grocery stores, announcements through the media, as discussed in Chapter Two, and suggestions from those already tutoring are also good means of finding volunteers.

Staff selection of both professionals and volunteers is important in adult basic education programs. Where selection is good, the students relate well to instructors, and a good basis for learning is already laid. Where the staff is poorly chosen, the students "vote with their feet" by not returning, and the program will cease to exist.

One of the director's most difficult tasks is matching tutors with students. No predictor is better than actual trial. A good director, however, can often avert potential problems by talking with both the tutor and student before pairing them to determine if there appear to be problems in terms of cultural backgrounds, interest, language, and prejudices. Prejudices are even more likely to affect the feelings of the student than those of the tutor.

After the director has matched the tutor and student, he or she may want to make use of a practice suggested by Literacy Volunteers of America and have them work together to complete a unit covering a specified short period of time. This allows an unhappy matching to terminate after ten hours or so and makes it unnecessary for either the student or tutor to quit the program in order to avoid working with the other.

*Staff Differentiation.* But not everyone is a teacher or a tutor. The director should take a look at all the jobs needing to be filled. A listing might include:

| | | |
|---|---|---|
| Director | Tutor Supervisors | Counsellors |
| Associate Director | Tutor Coordinator | Psychometrist |
| Teachers | Secretary | Child-Care Director |
| Paid Tutors | Clerk | Child-Care Aides |
| Volunteer Tutors | Recruiting Coordinator | Librarian for Media Center |
| Instructional Coordinator | Recruiters | Staff Development Coordinator |
| Public Relations Director | Maintenance Supervisor | Custodians |

In smaller programs, one person may fill several of the jobs. In only the largest programs is it likely that there would be only one job for each person.

A person who is too aggressive to be a good tutor may make an excellent recruiter, and the person who is too shy to work effectively with students in the learning center or in the home may be of great help as an audio-visual aids assistant.

*Designing Staff Development Programs.* Staff Development is important in any program, but it is particularly important in those programs dealing with adult basic education and literacy training because many tutors, aides, and even teachers lack the training necessary to be competent instructors in working with undereducated adults. If it is true that the teacher or instructor is the key to the success of any educational program, then it is important that those who carry the burden for instruction be as well equipped as possible for their jobs. Even the problem of retaining tutors can often be made easier if the tutor feels he or she is being supported by an active in-service program designed to help him learn to cope with the problems he encounters.

A first step in designing an effective staff development program is determining the strengths and weaknesses of the staff. But this must be done in light of the particular needs reflected in the clients or students the program serves. If, for example, most of the clients in a certain center are already functionally literate but are interested in working for their high school equivalency diploma, their instructional needs would be quite different from those who are still struggling with more basic reading skills. The director of a staff development program for a high school diploma program might not be greatly concerned with the fact that a number of tutors have no idea how to teach basic word attack skills but might be

concerned that they do not know how to teach reading as it applies to the various content fields which appear on most high school equivalency exams. On the other hand, if any of the students in a learning center are able to read at only the most basic levels, the director of that program has to be concerned if his tutors are not equipped to handle problems related to basic reading skill improvement. It would do no good to have a tutor who can do a magnificent job of improving the reading skills related to the understanding of social studies if the students with whom he works are reading at first or second level.

Therefore, depending on the program, the director must be able to assess both the strengths and weaknesses of the staff. The forms on pages 34 and 36 may be used for such an assessment.

These forms may be freely adapted for use in almost any learning center or literacy program so that tutor strengths and weaknesses will be assessed in terms of the instructional needs of the students within the program. Although these forms relate primarily to reading instruction, similar forms may be easily constructed for writing, spelling, and math.

The assessment form should provide input, as this one does, from the director of the program, but it ought also to allow the tutors to evaluate themselves in terms of their abilities. Not only are the tutors more aware of those strengths and weaknesses than anyone else, but, if they evaluate themselves, it provides a better spirit of motivation for work to overcome their areas of weakness.

***Locating Resources.*** One of the leading adult basic education programs in the country, in Piketon, Ohio, has an excellent plan for staff development. Interviews with some of the Piketon tutors revealed that the tutors were learning to be better teachers from (1) other tutors who were more experienced than they, (2) assigned "master teachers" who were certificated to teach reading to adults, (3) the program director, Max Way, and (4) university specialists in adult education programs.

## STAFF DEVELOPMENT NEEDS ASSESSMENT

Name: _____

Directions: Circle the letter in the "Rating" column indicating "S" = strong, "A" = average, or "W" = weak abilities of the instructor for each variable. In the "Priority" column, indicate the urgency of staff development to correct each weak rating. A "1" indicates top priority, immediate attention needed; "2" indicates high priority, attention needed soon; "3" indicates average priority, attention needed within the next 6-12 months, or if it can be coupled with a more urgent priority, perhaps sooner; "4" indicates low priority, attention not needed unless it can be coupled with other items of greater urgency; "5" lowest priority, no attention seen as necessary for this instructor on this variable.

I. Ability to teach reading

| | Rating | Priority |
|---|---|---|
| A. Word recognition: | | |
| 1. Sight vocabulary | ____ | ____ |
| 2. Word attack | ____ | ____ |
| 3. Context clues | ____ | ____ |
| B. Comprehension | | |
| 1. Vocabulary meaning | ____ | ____ |
| 2. Details | ____ | ____ |
| 3. Main idea | ____ | ____ |
| 4. Inference | ____ | ____ |
| 5. Locational skills | ____ | ____ |
| 6. Study skills | ____ | ____ |
| 7. Rate | ____ | ____ |

| | Rating | Priority |
|---|---|---|
| C. Reaction: | | |
| 1. Critical reading | ____ | ____ |
| 2. Evaluation | ____ | ____ |
| 3. Appreciation | ____ | ____ |
| 4. Enjoyment | ____ | ____ |
| D. Reading in content fields | | |
| 1. Literature | ____ | ____ |
| 2. Social sciences | ____ | ____ |
| 3. Natural sciences | ____ | ____ |
| 4. Mathematics | ____ | ____ |
| 5. Consumer education and survival skills | ____ | ____ |

II. Knowledge of Reading Approaches and Techniques

| | Rating | Priority |
|---|---|---|
| A. Approaches: | | |
| 1. Language Experience | ____ | ____ |
| 2. Individualized Learning Center | ____ | ____ |
| 3. Linguistic Approach | ____ | ____ |
| 4. Programmed Reading | ____ | ____ |
| 5. Modified Alphabet | ____ | ____ |
| 6. Machine-presented Approaches | ____ | ____ |
| 7. Diagnostic-prescriptive | ____ | ____ |
| 8. Systems-management | ____ | ____ |
| 9. Eclectic | ____ | ____ |
| B. Instructional Techniques: | | |
| 1. Contract system | ____ | ____ |
| 2. Home study | ____ | ____ |

III. Testing and Measurement

| | | |
|---|---|---|
| A. Initial placement | ____ | ____ |
| B. Instructional reading level | ____ | ____ |
| C. Skill deficits | ____ | ____ |
| D. Evaluation | ____ | ____ |
| E. Writing instructional objectives | ____ | ____ |
| F. Record keeping | ____ | ____ |

IV. Other

| | | |
|---|---|---|
| A. Understanding the ABE student | ____ | ____ |
| B. ABE materials | ____ | ____ |

## STAFF DEVELOPMENT PLAN

Directions: Select the most pressing staff development needs from the Staff Development Needs Assessment. Cluster those needs which closely relate to one another and which can be grouped under one general objective. Develop a written objective for each cluster. Under appropriate headings, list the personnel positions which are to receive in-service for each objective. Write in the number of staff to be involved, the form the in-service is to take, the consultant or resource person who is to present the in-service, and the specific activities which are to be utilized. Two examples are given.

| Objectives: | Personnel: | Number: | Format: | Resource Person: | Activities: |
|---|---|---|---|---|---|
| (Example) 1. Teacher/tutors will be able to demonstrate skill in using the diagnostic-prescriptive approach in teaching reading. | Reading specialist, teachers, and tutors | 12 | Workshop | State Right-to-Read Intern | Demonstration directed practice |
| (Example) 2. Teacher/tutors will be able to demonstrate how how to use the Language Experience Approach in teaching reading. | Teachers and tutors | 11 | University mini-course | | Lecture, tape, video tape, demonstration, directed practice |

Although it is often overlooked, there is no reason to be surprised that tutors form an important resource in training other tutors as was learned in Piketon. The experienced tutors have already been through the mill, and they often have insights into the problems the new tutor will face that are not known by anyone else in quite the way they have faced them. Tutor sharing is frequently accidental or an unplanned part of an in-service or pre-service training program, but there is no reason that it should not become a part of the planning for regular staff training, allowing the tutors regularly to share the things they have learned with new recruits. For sharing to be effective, however, it should be *planned* sharing: thought should be given both to the topics and to the tutors who will do the sharing. With any such activity, a tendency often exists for "sharing" which lacks planning to descend into a series of worthless "war stories."

In addition to tutors, another resource used at Piketon was the "master teacher." The master teacher has expertise in reading or math, and, it is hoped, has worked with adults. This teacher often can share information about useful approaches and materials for instruction. The director of a program must be careful that the information given by the teacher will be pertinent to *adult* populations, however. Functionally illiterate adults are not just "tall children" who can be taught in the same way and with the same materials as elementary school children are.

A master teacher can often provide readily available assistance in an "on call" fashion to the tutor. When the tutor encounters a problem he or she can simply ask the teacher for help.

Another resource used at Piketon was the program director. The veteran tutor often provides insights into the actual operation of the program where "the program meets the people" it serves, and the master teacher can provide technical assistance with approaches and materials. But no one will be more qualified to speak to the over-all operation of the program than the director who should have time to explain the program to the tutors and to inform them of the general operation and status of the program so that they will feel involved--a part of the program.

The primary resource for staff development at Piketon was the university instructor. Actually, of course, a number of university instructors in adult basic education and related areas presented workshops on various topics. Sometimes the ideas were new and sometimes they were thoughts which had already been presented to the tutors by someone else, but it was good to have professional reinforcement. The comments of the instructors showed their familiarity with adult basic education students and instruction--an important consideration when choosing any consultant. The tutors rated the contributions by the university trainers as excellent.

But means other than those utilized by the center at Piketon are also available, such as, for example, personnel from other learning centers or academies. As more learning centers are established and as more expertise therefore becomes available, one need go no further for help with staff development than to the next county, city, or town where a well-established program is doing many of the things one is or hopes to be doing. Before visiting a program, though, a director should make some inquiries, possibly from the state department of education or a college or university with offerings in adult literacy or adult basic education, about the quality of the program. The director should remember, too, that although the program may be excellent, that does not guarantee that those who are doing a good job can *present* their program in an interesting and effective fashion. Neither does it follow that those who are the best speakers are necessarily the ones who are the best practitioners. Still, a neighboring learning center is often a valuable resource for staff development.

Consultants from publishers are another possible resource. It is best not to use consultants before one has decided on the materials to be used. The director is not looking for a "sales pitch." But once one has determined what a center will use, one can often get effective help from the publisher in the form of a skilled consultant who can show the staff how to make best use of those materials. Again, ask others about their experiences before agreeing to make use of a publisher's consultant. If the director does not know anyone who has used the materials and the consultant in which one is interested, ask the publisher to furnish references that can be checked. Remember that a poor in-service program is worse than no in-service at all because it sours the staff on future in-services. The director should ask before bringing in someone.

Many states have one or more state agencies which provide in-service assistance. Usually the cost is small. If those who conduct the in-service are experienced and well-trained, they can be a blessing.

A number of packaged materials are also available. These vary from the semi-packaged training programs like those of Literacy Volunteers of America or the Laubach Program both of which require live speakers in addition to filmstrips and tapes to completely packaged programs such as the *Model ABE Programs* published by the International Reading Association of Newark, Delaware. The LVA and Laubach Program are planned to be rather complete tutor training packages. The IRA packages are audio-visual capsules of exemplary programs useful for viewing by both teachers and tutors. Anabel Newman has recently produced some fine videotapes and films on ABE instruction.

But the choice is by no means limited to these materials. The director of a program looking for in-service packages should look for help from his state de-

partment of education or from national agencies such as the National Right-to-Read Effort in Washington in locating the programs available.

The packaged program usually gives additional flexibility in scheduling, which may make up in part for what it lacks by being a recorded presentation. Usually, packaged programs make use of excellent presentors and good illustrations and diagrams to help the tutor understand more clearly what the speaker is describing.

Another means of staff development is visiting other programs. Much can be learned if such visits receive good advance planning. Those staff members who visit can learn a lot while those who do not can learn much if the director will set up a time for the visitors to present and discuss what they learned with the rest of the staff.

Conferences are a resource for staff development. Directors, however, should require tutors to prepare in advance for conferences. Tutors should submit a conference plan indicating which sessions they plan to attend; the choice of sessions should be based on benefits to be derived both for the tutors and for the program. The tutors should plan in advance so that they are thoroughly prepared for the conference. Following the conference, the tutors should be asked to share salient features of the sessions with the rest of the staff when this is beneficial or with several staff members who have interest in what was presented.

The final resource for staff development is a professional library. One of the poorest places for such a collection is the director's office. The library ought to be where the teachers and tutors will see it frequently. Put the library in a lounge or coffee area--wherever the staff congregates. And, if possible, plan time for the staff to make use of it. Write it into a schedule. And the director should peruse the various materials in the library, becoming familiar with those which may be of interest or help to the staff and calling them to the attention of individual staff members who may be able to use specific materials or information.

Some teachers or tutors may be willing to make a presentation to other staff members based on what they have read. They may also use the library as a means of identifying experts in the field from whom they may request help with specific problems. Answers to such requests, shared with the rest of the staff, often provide feelings of being part of a worthwhile cause, a cause which transcends the local scene.

*Pre-service.* Special problems concerned with preparing tutors before they meet their students for the first time exist. Generally, the tutors are an unknown quantity. The director has little idea about the kinds of things the tutors know and do not know. While in smaller programs this may not be true, for the most part, no complete index of tutor skills is available to the director immediately upon enlisting the new tutor.

For this reason, pre-service programs can usually be built around the things the director feels that each tutor must know in order to teach in the program. A suggested listing of topics includes:

1. Orientation to the program
2. Understanding and relating to the undereducated adult
3. Realistic goals for reading improvement
4. Establishing rapport with adult students
5. Initial placement in reading and math
6. Knowledge of available materials
7. Basic understanding of beginning instructional techniques
8. Lesson planning
9. Specific suggestions for what to do the first two or three times tutors meet their students.

The director may choose any of the appropriate professionals listed in the previous section of this chapter to teach the pre-service: university reading specialists, master teachers, tutors. But if the program is relatively large, the director may decide to package the pre-service program on video-tape or by some other means so that it can be readily available for re-use anytime a new tutor needs training. It is important to keep the information current, and for this reason it is not usually a good idea to include information such as the present status of the program or other information likely to change on the taped portions of such a program.

*In-service.* The in-service program needs to be an on-going effort based on what has been discovered through the needs assessment. If the in-service program is effective, needs will change from time to time, thus necessitating a revision of the needs assessment. In programs operated largely by volunteer help, the turnover in staff will require new needs assessment or an updating of the needs assessment to take newer staff members into account in in-service plans. Both the staff development and the needs assessment, therefore, must be kept current in order to be most effective.

As in-service is planned, the director should make evaluation a part of that planning, making provision for the teachers, tutors, and the director to weigh the effectiveness of the instruction. In the evaluation, the director hopes to discover not "Which speaker or instructor did you like best?" but "Which in-service session or sessions were most useful and valuable for you?" Most people have experienced a teacher whom they would not rank highly in terms of personal feelings but from whom they learned a great deal.

Many evaluations tend to downgrade the contribution of that instructor. In-service participants are frequently too concerned with whether or not an instructor was interesting or entertaining than with whether or not they gained valuable information from him.

It is a fact, though, that the director must keep the attention of the participants in a workshop if they are to learn anything. The director, therefore, seldom will find that a poor speaker or a boring presentation will be effective in improving the teaching skills of the teachers and tutors in the program. At any rate, it is important to evaluate the effectiveness of an in-service program even from the beginning.

A mistake some directors make is conducting a needs assessment and then not paying any attention to the results. They simply reach into their resource bag and draw out some sort of in-service program (1) based on what seems to be handiest, and/or (2) aimed at the entire staff whether they need it or not. It is true that often the entire staff needs to know what is being presented in the in-service program, but sometimes only a few, possibly only one, need what is being presented. In that case, the director should provide other learnings or activities for the rest of the staff.

This means directors must individualize instructional programs for teachers and tutors just as if they were working with students who were children or undereducated adults. And just as the teacher must be careful not to stigmatize students by the way students are grouped, so the director must be careful not to label the teacher or tutors in in-service programs as being "less able." One way to resolve the situation is to hold in-service study groups on different topics. Therefore, while one group of teachers is working on a basic task such as identifying the appropriate instructional level for students' reading, more experienced instructors may be working on the writing of experience stories, more effective use of tests, and so on.

Much in-service does little to change what the teacher may be doing even though the director has identified the objectives and has used what seem like good resources to accomplish those objectives and result in improved teaching. To increase the likelihood that in-service will be more effective, a director may check the points in the following plan:

1. Conduct and analyze a needs assessment.
2. Select specific goals for each teacher or tutor. This may often be done in joint planning with the instructor.

3. Place instructors with similar needs together whenever possible so that they may cooperate to gain the information necessary to help them become even more effective teachers or tutors. When a dozen people may be taught the same thing at one time rather than individually, it obviously saves time.

4. Choose the most effective means of in-service from among the resources. Sometimes the director can hire a university consultant who may be expert in several areas of adult basic education. It is advantageous to hire one person who can return several times rather than having the staff get used to a new consultant each time and having him get used to the staff. It is also helpful to the consultant and the staff if he gets to know the program quite well during the several visits he makes.

   If it is possible to get a nearby consultant who is relatively inexpensive, the director should not sacrifice more quality than is necessary to save a small amount of money. On the other hand, it is true that directors often overlook people who are expert because they are so close at hand.

5. The director should make sure that the stage for the in-service is set before it begins. It is important to create an air of expectancy so participants will look forward to the workshop.

   Important Note: the director should plan to attend - not just to make the introductions and then disappear into the office or lounge. If the in-service is important enough for the teachers, it ought to be important enough for the director, too.

6. In order to insure the best results from an in-service program, those in charge of the in-service should keep the following points in mind:

   i. The instructor should tell the teachers what he is going to say. (This should not be confused with "teaching them.")
   ii. He then should fully explain the points he has introduced.
   iii. He should demonstrate each point, if possible.
   iv. He should actively involve the participants in practicing what he has taught them, in a role-playing or practical situation before they leave the workshop, if possible.

v. He should allow the participants to comment, raise questions, or clarify concerns.

vi. He should tell the participants what he has taught them, that is, summarize and restructure the whole picture of what he has been trying to get them to see.

vii. He should motivate the participants to use what they have learned this week in their actual teaching practice.

viii. The director, supervisor, or the consultant should follow up by observing the participants in their teaching as they try to employ the practices or techniques which they have learned.

ix. The participants should reconvene within a week so they may share their experiences and discuss their successes and problems. This is essential to encourage them, lend moral support, and allow the director or consultant to clarify concepts.

At Point ix above, it may become obvious that the concept has been learned and that the group is ready to tackle another area. Or it may become equally clear that more work must be done before the staff can proceed.

By following a plan such as that above, in-service can become an effective tool for upgrading the abilities of the instructors in a program.

*Retaining and strengthening staff.* After the volunteer staff has been recruited, special consideration must be given to making them feel part of the program. With their status as part-time staff members, it is easy to leave them out of staff activities or fail to communicate with them. The director should work to create an esprit de corps among the volunteers.

Through the pre-service program that is especially designed for the needs of the volunteer tutor, each tutor should be helped to understand the aims and purposes of the program, the way in which the tutor is an integral part of the program to accomplish those aims, and the personal commitment needed to achieve the goals of the program.

Well-planned training for the tutors should include specifics on understanding the students with whom they will be working, specific teaching techniques, suggestions on how to identify the initial reading placement level, how to set instructional goals and objectives, and how to plan effective and interesting lessons.

Continuing support for tutors should consist of systematic in-service training and readily available advisory service. Throughout the tutor's association with the program, the director should provide encouragement and an understanding that what the tutors are doing is meaningful and important.

In programs utilizing volunteer tutors, a trained and experienced supervisor should be coordinated through a director of supervisors in large adult literacy programs. If supervisors lack expertise in the field of reading, the director can make them aware of available resources and have contacts with master teachers who can provide additional advice as needed. The tutor must have the support of a staff who is interested in his work and who is ready to assist him as needed.

The director must be available to the volunteer tutors. Many directors set office hours at times when they know tutors will be in the learning center. They then follow an "open door policy" so that tutors may talk with them in their offices without appointments.

A director should make it a point to talk with each tutor regularly either in person or by phone. In smaller programs this is not a problem. In larger programs, however, it is often difficult for the director to remain in contact with his volunteer teaching staff.

The director will find that conferring with tutors has mutual benefit. The director provides support, assistance, and encouragement to the tutor, but at the same time the director will find that the conferences serve as an informal and on-going needs assessment. The tutor will often share needs or make suggestions which will be of profit to the program and frequently will help guide the direction of in-service staff development.

Occasionally directors find the use of an instrument such as the Needs Assessment as a discussion guide can be useful in talking with individual tutors. The tutor may be asked to complete the self-assessment before discussing it with the director, or the director and tutor may go through the instrument together. Whichever approach is used, the director should aim for an air of relaxed informality. It is not his intent, after all, to put the volunteer through some sort of inquisition but merely to find how best to help the tutor become even more effective.

Many times tutors begin to feel somewhat isolated because the only time they see other members of the staff or the director is when they come into the center to obtain new materials or to complete reports. The director should be aware of these feelings and avoid them through scheduled activities designed to bring all members of the staff together. Annual or semi-annual seminars and conferences provide a social and moral boost to the staff. Such events should be well-organized. Talented speakers from outside the program may be invited to conduct sessions on topics of special interest to the instructional staff.

Special events such as award nights should be scheduled at times when tutors can attend. The volunteer staff should clearly understand that they are invited to attend as honored and respected members of the teaching staff. Social activities such as a coffee hour at the director's home or a dessert at the learning center at a time when it is closed for instruction can help develop a sense of belonging among all members of the staff including those who are volunteer tutors.

Newsletters and bulletins can help the staff identify with the program. A newsletter should contain stories of program services and human interest. Pictures of the staff would make the newsletter more personal. Newsletters are also helpful in informing other agencies, organizations, and companies about the activities of the program.

Case conferences can also provide support for the volunteer tutor. When the instructor feels that a need exists to gain greater understanding of the problems of a student, it is possible for the director to call a case conference to review that student. The meeting would include: the tutor and special resource persons such as the tutor's supervisor, the reading consultant, the master teacher, the student's counselor (if one exists), and the director. The combined professional input in a case conference often helps to determine new directions for instruction and to provide teacher support and encouragement. Frequently, the insights from a case conference can benefit the adult literacy program.

In arranging a conference, the director should schedule a time when all can attend. If case conferences become a regular part of the literacy program, it is helpful to determine in advance a specific time during the week when these conferences will be held. This pre-planning enables the staff to adjust their own schedules accordingly so that they may take part in the case conferences. The director should send out an information sheet which explains the purpose of the case conference and shares the concerns of the teacher about the student's progress in learning to read.

In the actual conference the director should review the available information and guide the discussion exploring possible alternatives. At the end of the conference, recommendations for further action should be clearly stated and recorded. These recommendations may contain such statements as "continue present treatment," "try the language experience approach," and "refer the student to Family Health Services for help."

After the conference is over, comments and recommendations of the committee should be duplicated and copies given to the tutor, the supervisor, and other conference members. Copies should also be kept on file in the director's office.

It is important to note that a student always has right of access to the information contained in a conference report placed in his file. The director should make

certain that no damaging or embarrassing statements are recorded. Concern for the protection of the rights of students is more than a legal responsibility: it is a professional responsibility for high moral and ethical standards.

Despite the best efforts of the director and the administrative staff, volunteer tutors generally will stay with the program for a relatively short period of time. To improve the retention of volunteers, the director should see that there is a systematic follow-up program for those who resign their positions. A brief questionnaire asking the tutor the reasons for leaving the program should be part of every tutor's final departure procedures. When anything unusual is indicated, the director should follow-up with a personal telephone call or an interview with the tutor.

In staffing the program the director must recruit a staff of effective teachers and tutors since instructor quality is the most important element in any educational program. The staff will often include both volunteer and professional or paid personnel. A number of different staff positions are likely to develop as the adult literacy program grows in size. Those who may not enjoy teaching may find satisfaction in other responsible staff positions.

Staff development is a special need in adult basic education programs. Staff improvement should begin with an assessment of staff strengths and weaknesses, proceed through the development of objectives for the staff development program, and include utilizing effective instructional resources to meet the needs for staff improvement.

Volunteer staff retention and improvement may be strengthened by identification with the program, a good support system, good communication, and an on-going evaluation and upgrading of the program based on information gained from departing tutors.

Chapter Five

## Selecting Instructional Approaches and Materials

Reading approaches are not composed of content but procedures. In other words, a reading approach is not a set of materials but a manner in which reading instruction is presented. The director of an adult literacy program should understand the common instructional approaches used in adult basic education literacy programs.

Reading approaches have a variety of forms. One relies on broad exposure to a quantity of reading materials, another on the dictated or written stories which the student authors and then reads, another depends on a series of programmed reading workbooks.

Reading approaches generally differ in the degree to which they emphasize decoding skills, the sequence or order in which they introduce various reading skills, the format of the materials, and the means by which student progress can be assessed.

No one approach is equally effective with all students, and none is more effective than any other approach. In fact, students can learn to read by any of several approaches. But this does not mean that important differences do not exist among the approaches. The program director, therefore, will want to exercise judgement in selecting the reading approaches which will be used in the adult literacy program.

*Common Instructional Approaches.* One of the more common approaches in adult literacy programs is the Language Experience Approach. The Language Experience Approach capitalizes on the relationship between speaking, listening, writing, and reading. This approach utilizes the student's own experiences and language as the content for reading materials. A student may dictate a story to a teacher, or, as soon as he has the ability, write the story himself. This written material becomes the basis for the student's own reading. The teacher/tutor may decide to type the student's handwritten story. Sometimes a series of stories is collected to make a small booklet, but the basic philosophy is the same. The student is reading what he has written. This insures that the student will be familiar with the language in the story since it is his language.

Teachers often help the student develop a "Word Bank" of words which they want to use again. This often takes the form of a file box divided by alphabet cards. The student can develop a working knowledge of the alphabet by placing word cards in the box in alphabetical order.

Advantages of the Language Experience Approach include:

1. Each student begins learning to read from language with which he is already familiar.
2. Writing ability is encouraged simultaneously with the development of reading skills.
3. Language development is encouraged.
4. The difficulty of finding materials for the beginning adult reader is minimized.
5. The approach develops self-confidence and a feeling of self-worth since the student's ideas are accepted and used as the medium of instruction.

Disadvantages of the Language Experience Approach include:

1. No printed planned sequence of reading skill instruction has been developed.
2. The approach requires more skill on the part of the teacher than do most other approaches.
3. Some students tire of the approach and want to read printed material.

After the student has begun to develop greater reading skill, students are encouraged to share what they have written with other students reading at approximately the same level. Later, as a student gains still more reading ability, the instructor should have him begin reading published reading materials.

The Individualized Reading Approach requires a wide variety of multi-level materials ranging from the earliest beginning reading levels. Materials should deal with many interesting adult topics to which students with different experiential

backgrounds, different capabilities, and different interests may relate. The individualized approach is built on the concept that if beginning adult readers are able to make their own selections of reading material with the guidance of a tutor or reading specialist, they will make greater gains than when they are denied active roles.

Individualized reading differs from individualized instruction: individualized reading refers to a specific reading instructional approach, and individualized instruction refers to providing special help on a one-to-one or small group basis when students have a specific need for that.

Individualized reading encourages student selection of materials, student-recognized and student-stated purposes for reading, movement through the materials at the student's own pace, frequent tutor-student conferences, and individualized record keeping. Although there are variations in the approach, most of the above elements will be present in any individualized reading program.

In order for self-selection to function effectively, the teacher should acquaint the student(s) with and help him make selections which are appropriate for his reading ability, interests, and background.

As the student paces himself through materials, one student may move rapidly through a series of materials while another moves more slowly because he needs more time to master the material.

Conferences between the student and the tutor help to encourage the student's progress, allow the teacher to identify areas for needed skill development, and allow the teacher to monitor the student's ability to handle the material. When the teacher becomes aware that the student is having a significant difficulty with a particular selection, it is important to encourage the student to select a less difficult selection.

Advantages of the Individualized Reading Approach include the following:

1. Student selection results in greater student interest.
2. Conferences with the teacher enhance language growth.
3. Pacing progress at the student's own rate decreases frustration.
4. Interaction with the teacher and the selection of interesting materials produce an attitude of reading enjoyment which leads the student to do much independent reading.

Disadvantages of the Individualized Reading Approach include:

1. A wide variety of materials must be available.
2. The skill development program depends on teacher insight rather than on a planned sequence of skills.

Individualized reading is a good means of accomodating the wide range of reading abilities which exist in most adult learning centers. The approach develops independence in reading, builds on student interest, and can be an effective means of increasing reading ability.

Linguistic Approaches should not be confused with the science of linguistics which is the study of language. Linguists generally have interested themselves in studying how language has developed, how it functions, and what changes are currently taking place. A few linguists interested in reading instruction have created an approach which emphasizes the sequential introduction of groups of words having similar patterns. The director should remember, however, that all reading is "linguistic" and that not all linguists agree as to how reading should be taught.

Linguistic approaches usually begin with the introduction of one pattern at a time. The beginning adult reader may start with words ending in -an. The first "sentence" might be "An ant." The next sentence might read "A man." The third, "The man ran to an ant," and so on, repeating the pattern until the student becomes fully aware of the basic sound represented by the letters -an. Only then would the materials introduce the next word group.

Linguistic approaches usually present the various word patterns at a rate which the authors feel will make it possible for the student to master the various features of each pattern.

Advantages of linguistic reading approaches include:

1. Materials are carefully sequenced by word pattern groups.
2. Each pattern is repeated in order to insure mastery.
3. Materials are ranked in order of increasing difficulty.

Disadvantages of the linguistic approaches include:

1. Beginning reading materials do not use common English language structure.
2. Most beginning linguistic materials lack both utility and interest.
3. Students taught using linguistic approaches have difficulty transferring into standard English materials of equal difficulty.
4. Students taught using a linguistic approach tend to have greater difficulty with fluency and comprehension than do those using other approaches.

The Programmed Reading Approach is based on the premise that there is a continuum of basic reading skills which will fit the needs of most adult literacy students. Most adult learning centers and adult literacy programs use programmed reading materials as supplementary to other approaches rather than as the sole or primary reading approach.

Programmed reading materials were first used with machine-presented instruction. Today most programmed reading materials appear in printed workbooks. The materials are put together so that each student proceeds at his own rate of speed. Each step or "frame" requires a student response. The answer is available for immediate feedback and allows the student to discover mistakes before proceeding.

Most programmed materials follow the same language structure as do linguistic approaches at the beginning levels. Thus, programmed materials fall heir to the strengths and weaknesses of the linguistic approach as well as to their own benefits and faults.

Advantages of the programmed approach include:

1. Students proceed at their own rate.
2. Students receive immediate feedback.
3. Most students are able to work individually.
4. Most students are able to work successfully with the materials.

Disadvantages of the programmed reading approach include:

1. All students must climb the same ladder of reading skills. Little additional help is provided for the student who is unsuccessful.
2. Lower level materials are often repetitious and uninteresting.
3. The materials are not well adapted to individual interests.
4. Little attention is given to more traditional reading materials which the student will be expected to read outside the adult literacy center.

Most Modified Alphabet Approaches try to make it easier for the student to manage the complexity of the English language by reducing irregularity through coded representation of the sounds. Those who favor a modified alphabet approach claim that if there is consistency between the letters and sounds, the beginning reader will have less difficulty learning to read, and, therefore, have a better attitude toward reading.

Some modified alphabets use letters or codes which are different from the traditional alphabet. Others use symbols in addition to the traditional alphabet, and still others depict the sound-symbol relationship by using various colors.

Advantages of modified alphabet approaches include:

1. There is less difficulty in learning to associate a sound with the symbol which represents that sound than when using the traditional alphabet in learning to read.
2. Adults are able to read more stimulating materials early in their program.

3. Because sound-symbol relationships are simplified, word attack is learned more quickly, and the student is able to pay greater attention to understanding the content of the materials being read.

Disadvantages of the various modified alphabet approaches include:

1. Adults have usually had a long exposure to words written in the traditional alphabet. The introduction of a new alphabet often confuses them.
2. There is a scarcity of materials written in modified alphabet form.
3. Other materials with which the student comes in contact are not written in a modified alphabet.
4. Transition from a modified alphabet to the traditional alphabet may cause difficulties.
5. Adults are frequently resistant to using a modified alphabet. They feel they do not have the time to wait a year or longer before making a transition to words written in the traditional English alphabet.
6. Modified alphabet approaches frequently delay or inhibit good spelling patterns.
7. Learning to write is more difficult for students taught through a modified alphabet approach.

The basic rationale behind a modified alphabet approach is the simplification of the sound-symbol relationship. This simplification enables students to learn to read harder material earlier. Although the number of disadvantages seems sizeable, some programs have used one or another of the modified alphabet approaches with reported success.

There is such great diversity in Machine-presented Approaches that only broad generalizations can be made. Tachistoscopes are rapid exposure devices which flash letter, word, or number combinations. Controlled reading devices speed the reader through material by exposing print at a pre-determined rate. Other machines allow the reader to read a selection on a screen and react by selecting correct answers. The reader may be able to listen as a recorded narration guides him through the materials. In addition, there is a wide variety of supplementary reading machines such as machines which enable a student to insert a card and hear how a word is pronounced. Supplementary hardware also includes cassette recorders, film strips, film strip projectors, film loops, and film loop projectors. None of the supplementary reading machines is considered a reading approach.

Advantages to machine-presented instruction include:

1. Students are initially intrigued and motivated by machine-presented approaches.
2. Students are able to work independently.

3. Some machine-presented approaches allow the students to interact with the materials.
4. The narration which accompanies many machine-presented materials explains concepts more clearly than if the student were forced to read instructions at his own instructional reading level.
5. Some materials have illustrations accompanied by narration making concepts more easily understood by the reader.

Disadvantages of a machine-presented approach include:

1. Most machine-presented approaches are expensive.
2. Long-range gains tend to be no better than for non-machine-presented approaches.
3. The amount of adult-oriented machine-presented material is limited.
4. Beginning-level students do poorly with machine-presented approaches.
5. Beginning-level students prefer human interaction in instruction rather than machine presentation.
6. Machine-presented approaches tend to be rigid and inflexible.

The director should remember that these are general statements. As better hardware is developed and more adult-oriented materials are produced, there will likely be fewer objections to the use of machine-presented approaches.

Both Diagnostic-Prescriptive and Systems Management refer to teaching methods which are aimed at the identification of reading skill deficits and their correction through specific instruction. "Diagnostic-prescriptive instruction" is the broader term, covering formal structured methods such as a systems management approach and diagnosis and prescription practiced informally by teachers and tutors.

It should be pointed out that neither diagnostic-prescriptive nor systems management is truly an approach in one sense of the term. Advocates argue that diagnostic-prescriptive instruction may be used jointly with virtually any other approach and is not intended to comprise the totality of reading instruction but is a complement or an organizational plan to assist the instructor in identifying student strengths and weaknesses and monitoring student progress.

In actual practice, however, diagnostic-prescriptive instruction has often taken on the earmarks of an approach. Certainly, as it is used in a systems management plan, it incorporates all of the elements usually associated with reading approaches. Criterion-referenced tests are used to diagnose skill weaknesses and monitor student progress. While the substance of other approaches may be used for actual reading materials, a systems management approach usually heavily influences how those materials are used.

The advantages of diagnostic-prescriptive approaches include:

1. Diagnostic-prescriptive instruction emphasizes the identification of reading difficulties.
2. Organized skill instruction is directly related to identified reading difficulties.
3. Systematic record keeping monitors the progress of students.
4. Students are encouraged as they see their progressive acquisition of reading skills.

The disadvantages of the diagnostic-prescriptive approach include:

1. Over-emphasis on skill development tends to lessen the importance of comprehension and enjoyment of reading.
2. Record keeping takes a great deal of time.
3. Teachers and tutors spend more of their time in giving criterion-referenced tests than they do in actual instruction helping the student improve reading skills.
4. The approach atomizes reading into a series of small reading subskill compartments.
5. There is little research to indicate the effectiveness of system management approaches.

It seems reasonable to say that every teacher/tutor should make use of some degree of diagnostic-prescriptive instruction at an informal level. The approach has been a part of good instruction for years. The extension of diagnostic-prescriptive instruction into highly organized systems management approaches should be viewed with less certainty. Early research results which indicate less enjoyment of reading and poorer comprehension resulting from systems management than with other approaches are disturbing. Perhaps with improved systems and greater flexibility such shortcomings can be overcome in the future.

Most adult learning centers make use of an Eclectic Reading Approach, choosing what appears to be the best from several different reading approaches. Many centers make use of the language experience approach, individualized reading, some machine-presented instruction, and diagnostic-prescriptive instruction. In the survey of programs which led to the *IRA Model ABE Programs*, virtually no program made use of a single reading approach. Instead, a variety of programs were woven together to provide a rich, varied instructional reading program suited to the tastes, interests, and abilities of the adult clients whom they served.

The advantages of an eclectic approach include:

1. There is greater opportunity to meet individual needs when programs are varied.

2. Individual differences cause some students to respond better to one approach than to another.
3. Teachers sometimes vary in their ability to utilize a certain approach. If alternate approaches are used within the program, the teacher may select one with which he would be more effective.
4. Students may become bored with one approach and the teacher may find it advantageous to switch to a different approach to create greater interest.

The disadvantages of an eclectic approach include:

1. Teachers can be more easily trained in one approach than in several.
2. Switching too frequently from one approach to another sometimes makes it difficult to follow the student's skill development.

Although the "eclectic approach" is more a collection of approaches than one single approach, it is generally favored by adult literacy instructors. The epitome of flexibility, the approach allows the instructor to adjust the method to the student's needs to the greatest extent possible.

*Common Instructional Patterns in Adult Basic Education.* Whole-class group instruction was inherited by adult basic education from secondary schools. It is instructor-oriented with members of the class working on the same topic at the same time. At present, the greatest use of such an instructional pattern is in high school equivalency programs. It is advantageous to work with an entire class at once if everyone is ready and able to study the topic under consideration. The shortcomings of such an approach lie in its lack of individualization. At the lower levels of adult literacy work, it is unlikely that a whole class would be at the same instructional reading level. Those either above or below the level of instruction do not gain as much as those being taught on their instructional level.

Individualized instruction has been much more effective in adult literacy programs than has whole-group class instruction and has largely replaced it. Individualized instruction meets student needs better and seems more humane than whole-class instruction. Students who are at the lowest levels of literacy have the greatest needs for individualization. In fact, whole-class group instruction for really poor readers is generally ineffective.

Another approach which has great promise is home study for individuals or small groups. In this approach the tutor or teacher takes materials to the home of the client and conducts weekly instructional sessions of approximately one hour. Work is outlined for the student(s) to complete during the week before the tutor returns.

When the tutor returns the following week, the independent studies are checked and discussed, anything which has been difficult for the student to understand is explained, and a new assignment is made for the next week. Although home study is more expensive than work done in a learning center, it seems to be highly effective. When expense is measured in increments of gain, the cost per unit is quite comparable to instruction within an individualized learning center.

Both home study and individualized learning center programs frequently make use of the contract system in which the instructor and the student agree on what may be accomplished during a limited time. In setting up a contract, the instructor discusses each element of the contract with the student. After the student agrees that the work assignment seems satisfactory, the teacher and student sign the contract. At the end of the specified period, the teacher and the student go over the agreed-upon work. The teacher initials each completed assignment and, if the contract is completed, congratulates or rewards the student for the good work. If an item is not completed, the teacher determines why the student had difficulty with that particular assignment. If, after explanation, the student understands that portion of the work, it is added to the next contract.

A contract should not be viewed as a means of pressuring the student but simply as a means for both teacher and student to understand clearly what is to be accomplished during the period of the contract. It is encouraging to the student to see his progress week after week. If the student continually agrees to do more work than he can accomplish, the tutor should restrict the assignments so they do not exceed the abilities of the student.

Many students are reluctant to sign a "contract." In that case, the term may easily be changed to an "agreement." There is no set form for a contract. One common construction appears on page 57. This form can be varied to meet different instructional approaches or situations.

*Criteria for evaluating materials.* Materials used in an adult literacy program should match the needs and interests of adult populations. In the Buffalo study of adult basic education students, Brown found that the interests of functionally illiterate adults were quite similar to the interests of other adult populations. Topics of high interest for ABE students included getting a job, getting a better job, taking care of one's children and family, personal health, personal improvement, religion, culture, history, and satisfying a general thirst for knowledge. Areas which reportedly did not interest them were children's stories, fantasy, adventure, jokes and funny stories, and travel. One may conclude that functionally illiterate adults want their reading material to be personally rewarding and useful.[1]

[1]Brown, Don A. and Anabel Newman, *A Literacy Program for Adult City Core Illiterates*, Final Report on USOE Research Grant No. OEG-1-7-061136-0385, State University of New York at Buffalo, USOE Bureau of Research, 1968.

# INSTRUCTIONAL CONTRACT

| Independent Reading: | Instructional Reading: |
|---|---|
| | |
| **Skill Development Work:** | **Reinforcement Activities:** |
| | |
| Agreed to by: _____ (student) _____ (teacher) | This contract is to run from _____ to _____. |

There should be a broad range of readability in the materials in an adult reading center. It is particularly difficult to find materials written at the first and second levels--one of the reasons for the popularity of the language experience approach at these levels as well as at all other levels at which students are enrolled. The format of materials should be adult and avoid the appearance of children's materials. Print and legibility are a concern because many adult students must have print which is easy to read. Reproduced materials used in the program should be legible rather than smudged or dim as is too often the case.

The director should not purchase materials whose content is out-of-date or inaccurate. In the field of health and safety, for example, some materials show first aid techniques which are no longer acceptable.

Many of the materials used in adult programs are poorly illustrated. Pictures, graphs, charts, and other illustrations should be clear, current, interesting, and helpful. If possible, they should be in color.

An informal survey of adult literacy materials in 1972 revealed that a number of materials were paced too quickly or too slowly. Some materials attempt to race from non-reader through six levels of reading achievement in approximately one hundred pages. Other materials make little or no advance in reading level in two or three hundred pages.[1] Materials should be paced to increase one level for each fifty to one hundred hours of specific reading instruction. In addition, instruction should allow the use of supplementary materials for students progressing even more slowly.

Skill development materials which are suitable for independent use are advisable for most adult literacy instruction. These materials should have self-correcting features so that the student can work on his own with limited input from an instructor. Occasionally, a student will purposely select a book which has a great number of pages, but the majority of students are unwilling to use such materials. They prefer materials in which instruction is broken into short segments. It is rewarding to them to make their way quickly through a number of lessons or selections rather than remaining in one longer book for a relatively lengthy period of time.

*Selecting Materials* The director should use a selection committee to help select the reading materials for use in the program. The composition of the committee will vary from program to program depending on the skills of the personnel

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[1]Brown, Don A. "ABE Reading Materials," Unpublished paper, University of Northern Colorado, 1972.

available to the director. An ideal committee would include two or three experienced teachers or tutors, a librarian who has worked with undereducated adult populations, and someone--such as a university consultant, or an individual from another learning center--who has expertise in materials selection.

Frequently, libraries can supply certain materials for the program and help the adult learning center organize materials and media for best access. Libraries recently have begun to bolster their services for adult new readers and for staff improvement. Janet Carrelli provides a "guideline screening device for potential buyers" in *Library Problems and Solutions: A Resource Handbook for Correctional Educators.* The bibliography contains a survey of nearly 150 commercially prepared reading materials dealing with the scope of the materials, purpose, entry level, readability, format, and cost among other items. Carrelli also includes a list and description of diagnostic tests.

The *Reader Development Bibliography* compiled by the Free Library of Philadelphia and published by New Readers Press in 1974, is an annotated bibliography with entries under six major reader interest categories: leisure reading; community and family life; jobs; reading, writing, and arithmetic; science; and "the world and its people." Readability levels are quoted.

*The Bibliography of Adult Reading Materials,* compiled by Barbara J. MacDonald and published by the Literacy Volunteers of America in 1976, divides entries into Books for Tutors; Books for Students-Level I (low readability), Level II (intermediate readability), Level III (functional readability); English as a Second Language; Reading and Corrections; Migrant Reading; Newspapers and Magazines; Dictionaries; Mathematics; Spelling; Motivational Materials; Programmed Materials; and Instructional Aids.

Additional recent aids include *Information for Everyday Survival* by Priscilla Gotsick and others, from the Appalachian Adult Education Center, published by the American Library Association in 1976. This source provides a listing of free and inexpensive materials dealing with coping skills. *ABE's Guide to Library Materials* by Linda Bayley and others, published by the University of Texas at Austin in 1975, is an additional guide to materials, publishers, and programs.

Many centers make good use of materials which have been rewritten at a simpler level by teachers, stories written by teachers, and language experience stories written by students. (Such writing is often lost because the program has no means of preserving them.) Another source of reading materials for an adult literacy center is the reading matter used in everyday life. This may include: newspapers, advertisements, signs, gorcery labels, packages, canned goods, bank books--everything from

street signs to complicated credit and insurance forms. Students can often provide a number of "real world" materials themselves.

The Adult Performance Level (APL) study conducted at the University of Texas and supported by the United Stated Office of Education perhaps has provided the most thorough statement of goals and objectives for functional competency in this country. A copy of these is contained in the appendix and provides a valuable asset for teachers and others working on survival skills.

*Summary*. Common reading approaches used in adult basic education include language experience, individualized reading, linguistic approaches, programmed reading, modified alphabet, machine-presented approaches, diagnostic-prescriptive instruction, and eclectic reading approaches. Patterns for instruction include the traditional whole-class group instruction, individualized learning center instruction which has largely replaced whole-class grouping, home study for individuals or groups, and contract systems used in individualizing instruction.

The selection of materials is of crucial concern to the program director. Materials should meet the needs of adults, provide material at all levels of difficulty, have interesting formats, and be clearly and legibly printed. Adults are interested in materials dealing with topics of personal and family improvement. Children's materials are generally inappropriate for use with adults as are materials of a nonsensical or nonutilitarian nature. Materials selected for an adult literacy program should be accurate and timely. They should be well illustrated, well paced, and suitable for independent use. Students generally prefer short lesson segments to long ones.

A selection committee is helpful in evaluating materials for purchase. The director and/or the selection committee may find that libraries can supply a number of services in evaluating material or in locating bibliographies of useful adult basic education materials. Teachers can rewrite and simplify materials which are too difficult for some adults to read. These rewritten materials and student-porduced materials provide interesting additions to the adult literacy program. "Real world" materials, generally of a survival-skill nature, can be collected and used in helping adults learn to function in society.

## Chapter Six

## Planning for Evaluation

One or the major weaknesses of adult basic education programs is a lack of effective evaluation. Many programs find it difficult to know what they are doing right or wrong because they have never initiated nor maintained a program of assessment and evaluation which lets them know how well they are doing.

Assessment and evaluation are not always defined. Assessment is usually equated with measurement of achievement, abilities, or changes. Evaluation implies judgment made on the basis of measurement or assessment.

***The Purposes of Evaluation.*** Basically there are two purposes for evaluation: 1. to monitor the program in operation and 2. to determine if the program attained its objectives. The first is sometimes called formative evaluation and the second summative. Formative evaluation provides continual feedback on the progress of the program. This feedback provides the director with information needed to make whatever changes or adaptations on the program that seem necessary in order to maintain the highest quality program possible. Summative evaluation provides the final information regarding program success.

Evaluation begins with program design. The needs assessment and the development of objectives are both parts of a good design. One of the major causes of ineffective literacy programs is lack of clear-cut program objectives. In formulating an

effective evaluation, one of the first questions must be, "What are the objectives of the program?" After the objectives have been stated, the director needs to examine them to determine whether or not they are appropriate and what level of priority should be assigned to each of the program objectives.

Evaluation cannot be effective unless the director knows what is to be evaluated. Assessment data are meaningless unless they can be related directly to student gain in reading achievement, teacher performance in teaching reading, or teacher knowledge about how to teach reading. Objectives must be specific.

The director also must consider carefully the data and information needed for program evaluation. Altogether too often, test selection for evaluation is unrelated to thoughtful assessment of program objectives. Tests and informal instruments frequently are used regardless of whether or not they matched the objectives of the program.

*Means of Assessment.* Many directors make use of norm-referenced standardized tests in program evaluation. Test results compare each student's performance with the performance of a large representative group used to establish the norms for the test. Test results are usually reported as grade equivalents, percentiles, stanines, and standard scores. Most common in adult basic education are grade equivalent scores which indicate that performance on the test matches the average for persons in the norm group who are at a particular grade level. A percentile score indicates the percentage of the norm group scoring more poorly than that score. For example, if a student has a percentile score of twenty on a certain test, that score indicates that twenty percent of the norm group scored more poorly on the test than the student receiving the twenty percentile ranking.

Reporting results in stanines and standard scores involves a somewhat more technical basis and those interested in such results should refer to texts on tests and measurement.

*Criterion-referenced tests* are keyed to specific objectives. For the student to pass the item or work sample, a minimum acceptable performance level or "criterion" is set. For example, a criterion-referenced test for ability to identify the main idea of a paragraph may require the student to read five paragraphs and identify at least four out of the five main ideas correctly. Criterion-referenced tests recently have attained wide use in adult basic education. They are generally more useful to teachers than norm-referenced tests because they indicate specific instructional needs rather than a comparison to a norm group, as the norm-referenced tests do.

An informal reading inventory is a special criterion-referenced test built of sequentially more difficult passages. The highest level at which the student can read with ninety-five percent correct word call and seventy-five percent comprehension of open-ended questions is identified as the student's "instructional reading level." This

level is one of the most important bits of information a tutor can know about the student because at this level the student reads with the greatest learning.

Valuable assessment can be gained through the client's self-assessment. Interviews, checklists, and questionnaires can help the director and staff evaluate the progress or attainment of individual students in the program. Teacher observation of student performance can also be valuable. A teacher can often see things that cannot be detected by a standardized or criterion-referenced test. Teachers should learn to trust their observations and to make systematic notes which will help them work with their students more effectively.

A final means of assessment is student performance in daily work. Regardless of what test results may indicate, the student who is having great difficulty in daily work should have changes made by his tutor. It is also true that the student who finds no challenge in daily work may feel he is not getting any place and decide that the program is not worth the effort. A tutor who is alert to these extremes may be able to keep in the program the student who, otherwise, might drop out.

*Steps in an evaluation program.*

1. *Needs assessment.* Problems should be identified and needs delineated.
2. *Program objectives.* After reviewing the needs in Step 1, program objectives should be developed. Objectives are statements that indicate desired outcomes. Objectives are useful in determining the direction in which the program must move and will help the evaluator not only in determining the final success of the program but in monitoring intermediate progress toward those objectives.
3. *Strategies to accomplish objectives.* At this stage of implementation, the program is moved from discussion to action, from paper to learning center.
4. *Monitoring.* At this stage the director must determine the data needed to monitor the success of the program. Continual feedback will help the the director determine the need to change or adapt the program as it was originally implemented.
5. *Final assessment.* The director must use the data necessary to determine whether the program objectives have been attained and, therefore, whether or not the program has been successful.

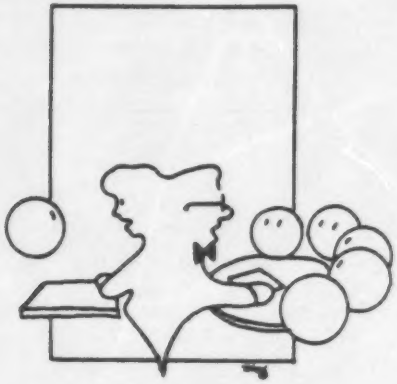
*Summary*. Assessment is the measurement of change, and evaluation involves judgement based on assessment. The two basic purposes for evaluation are (1) to monitor and (2) to make final judgement at the completion of the program as to its success or failure. Effective evaluation must be keyed to program objectives.

Means of assessment include norm-referenced standardized tests, criterion-referenced tests including informal reading inventories and measure of reading skill development, client self-assessment and teacher observation, and performance in daily work.

The steps in an evaluation program include needs assessment, development of objectives, strategies, and data needed to monitor strategies and provide final assessment of the attainment of program objectives.

# PART II.

# MANAGING LITERACY PROGRAMS FOR ADULTS



Chapter Seven

## Working with Adult Learners

The adult learner is central in any literacy program. The director's knowledge and understanding of the individual learner, therefore, is crucial to any instructional effort. A definition adapted from UNESCO regards adults as persons who have reached physical maturity and who function in one or more adult roles as parent, worker, or person who has reached a socially prescribed age for the assumption of adult ranks, privileges, and responsibilities.

Candidates for adult literacy programs possess characteristics that include the following:

1. They have already formulated self-images.
2. They have had a wide range of experiences.
3. They have generally developed a readiness to learn.
4. They generally have the ability to learn.
5. They are motivated to learn by personal and practical needs.
6. They are more successful in learning when instruction is related to problems they face and relative to their personal experiences.

***The Stages of Adult Literacy Clients.*** One might choose to look at client populations in terms of ethnic group, environment, experience, health, goals, or needs. All these relate to learning and instruction. Another way, however, of analyzing the client population is by viewing them all as a part of one population spread across a continuum. Members of a single family might be found at different points on the continuum, or they might fluctuate from one spot on the continuum to another depending on crises, illness, loss of job, and other physical and intellectual problems.

Figure 1. shows a continuum representing the stages of adult literacy clients. On the far left side are those adult literacy students who are most difficult to reach and to help. They represent the smallest segment of the client population yet the highest priority on the index of need. Those persons are commonly referred to as the "hard-core" but might be more aptly described as the "stationary poor." Because they are stationary, isolated, and most difficult to enlist in literacy services, they generally are fatalistic and seldom believe in themselves or have much hope for the future. They either consciously or unconsciously raise their children in the same attitude of hopelessness, perpetuating the cycle of poverty and isolation. They are generally unemployed and unemployable. Most adult literacy programs have been successful with this portion of the client population only when services are delivered to them. What little energy they have is primarily used for survival. They have little ability to cope with problems and generally rely on others to meet their needs.

On the right side of the continuum are those individuals who are easier to reach, teach, and serve. Their situations are fairly stable, they have the abilities to cope relatively well with personal and financial problems, and they have hopeful attitudes toward the future both for themselves and for their families. They can be recruited through the media. They can profit from small group instruction and are able to work well independently. Because they can be recruited more easily and taught more readily, the adult learning center can serve them more economically. Adult learners on the right side of the continuum come in far greater numbers, raising the possibility that the director and staff may postpone or discard services to the entrenched populations closer to the left side of the continuum.

On the continuum are intermediate steps between the far left and far right. Movement through the stages from left to right represents acceleration in terms of learning and achievement. Movement further represents a decrease in the number of services needed and the lessening of the need for individualized instruction. In addition, the need for services is generally shorter. Perhaps most importantly, movement along the continuum from left to right reflects the approach toward reading mastery and escape from poverty.

FIGURE 1.

A Continuum Representing Stages of Adult Literacy Clients

| Non-Reader<br>Below Poverty Level | | High School Equivalency<br>Living Wage |
|---|---|---|
| **Characteristics** | | |
| Is fatalistic<br>Has many social problems<br>Has many financial problems<br>Is crisis-oriented<br>Is isolated from others in power<br>Is not a program user; solves problems through informal means or fails even in attempt to solve them | → | Is hopeful, self-directed<br>Is able to cope with personal and financial problems<br>Has a relatively stable life<br>Has access to others in power<br>Uses programs and agencies; solves problems by seeking information and/or professional assistance |
| **Programs** | | |
| Requires one-to-one recruitment<br>Responds best to one-to-one instruction<br>Needs much teacher contact<br>Needs individualized instruction<br>May have difficulty relating to instructor | → | Responds to print, radio, or TV recruitment<br>Can learn in small group or learning center<br>Can work independently<br>Relates well to instructor<br>Primarily needs high school education |
| Needs broadening experiences<br>Needs more supportive and referral services<br>Needs more help learning how to use the library and other information centers | | Takes care of most referrals without outside suggestion<br>Can use information centers and the library |

## Materials

Low level, tailored to
student needs and experience
Needs coping skills: (low level)
-how to find information
-how to process information
-how to apply information

Higher level, traditional
materials are sufficient
Usually has coping skills

## Costs

More staff needed
More time needed to create
individualized programs
Specific reading materials needed

Fewer staff needed
Less time required for special
programs for the individual
Materials are more readily
available and less expensive

The director should understand client motives for participating in adult literacy programs. This does not mean that one should judge, value, or provide another's motivation. Each person possesses motivational forces as different and as distinct as his individual needs, experiences, and interests. These motivational forces compel an individual toward success and achievement. An effective instructor should kindle and strengthen motivational forces already at play within the individual student. The further the student is from mastery the less likely he is to be self-actualized. Basic needs may be so deficient that the life energy one would ordinarily utilize in learning is required to satisfy basic physiological and psychological needs. Sometimes the program is able to supply some degree of support to relieve clients of problems which impinge on their ability to learn. Many centers, for example, provide child-care centers, relieving parents of the need for finding and paying baby sitters.

The director and staff must find ways to increase success and satisfaction in learning and decrease anxiety which may be present within the adult attending the learning center. Anxiety can be decreased if the program consciously works to insure success, creates a warm climate of instruction between the tutor and student, and supplies support services as needed by the student.

Many special groups require special attention. Ethnic, cultural, and language groups abound in the United States and often suffer isolation in many ways making it difficult for them to receive literacy training. An adult literacy program needs to be aware of these unique groups. They may include populations of Asian Americans, American Indians, and Latin Americans. They frequently require special programs that teach English as a second language.

Other special groups suffer from handicaps or isolation which require unique identification techniques and services. These include:

1. The poor, indigent, and dependent who are isolated by poverty and cannot or will not seek help away from their home.
2. The disabled and home bound persons.
3. The residents of institutions, hospitals, special homes, and mental institutions.
4. The residents of correctional facilities and half-way houses.
5. The undereducated adult who is secure in his own society, able to hide his disability, but who wants and needs instruction.

*Programs for Adults.* The extent to which adults currently engage in educational activity in this country is astounding. The educational activities may be self-actualized and carried out by the student alone or may occur in various formal and informal programs sponsored by an array of federal, state, and local

educational efforts, businesses and industries, and special interest groups of all kinds. The major programs designed for different clients include Adult Basic Education, Right-to-Read, Literacy Volunteers of America, Laubach Literacy, and Church Women United.

Adult Basic Education is a national program sponsored by the federal government through the states to provide basic skills training for adults sixteen years of age or older. Priority is given to those persons who are at the lower end of literacy. The program proposes to enable ABE learners to become more employable, productive, and responsible citizens. Twenty percent of the funds allocated to ABE can be used to assist adults working at the high school equivalency level.

High school equivalency or the General Educational Development Certificate (GED) refers to an examination sponsored by the Commission on Accreditation of Service experiences, a unit of the American Council of Education, and to the course of study many programs offer which prepares students to attempt to meet the requirements imposed by the high school equivalency examination.

The national Right-to-Read program is a federally funded reading improvement effort. It attempts to involve all segments of society in working to increase functional literacy so that every citizen may be assured of the opportunity to possess and utilize the reading skills required to function in American society.

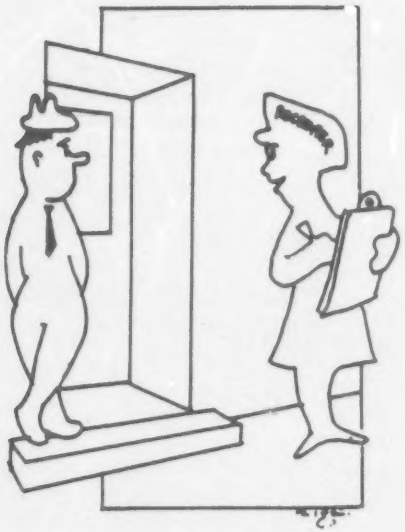
Laubach Literacy and Literacy Volunteers of America both train volunteers as tutors. They produce and publish materials for students and train people in the organization, administration, and delivery of literacy programs. Other important adult basic education programs include those offered by the American Bible Society, Baptist Church Women, Church Women United, English for Internationals, Lutheran Church Women, World Education, and numerous local programs.

Public libraries in virtually every community are capable of providing free reading materials and serving the information needs of the total community. Libraries and librarians have maintained a tradition of service to new readers and to the solution of problems of illiteracy in this country. The federal government and the American Library Association have recently renewed national efforts to strengthen literacy programs in the nation's libraries by providing materials and an alternative opportunity for learning outside the formal school setting.

*Summary*. The director and staff of an adult learning center should be familiar with the characteristics of, and the differences among, adult learners. Although some view client differences in terms of group distinctions based on ethnic or environmental differences, others view differences in terms of individuals at various points on the continuum but all within one population. The more entrenched adults have the lowest level of literacy and are the most difficult to reach. The alternate extreme on

the continuum represents those who are easiest to reach and easiest to teach. Left-to-right movement produces faster learning and a need for fewer services.

Many different programs are involved in meeting the needs of adult illiterates. Among these are Adult Basic Education, Right-to-Read, Laubach Literacy, Literacy Volunteers of America, Church Women United, and other organizations.



Chapter Eight

## Recruiting Adult Learners

An active recruitment effort is essential in an adult literacy program. The best teachers, the best materials, the best facilities will be worthless if clients are not made aware of the program and encouraged to seek its services.

*Principles of Recruitment.* The recruitment program is directly related to the public relations effort outlined in Chapter Two. It may grow directly from the initial work done by the Cooperative Efforts Committee. But as the program matures and as there is less need for the committee in general, it may be necessary to have a director for recruiting. He will maintain contact with agencies and industries, give direction to the program recruitment efforts, and supply guidance in the staff development program for recruiters.

Recruitment is a continual effort, and, although it may become easier after the reputation of the program has become widespread through word-of-mouth advertising, there will always be the need to see that the program is well-advertised and its services made known and available to everyone. As the director of recruiting takes over the work from the Cooperative Efforts Committee or its counterpart, one of his first responsibilities is maintenance and extension of the referral system which has begun.

The referral system is a "pipeline" through which clients can be helped to receive services they need more easily. For example, a client in vocational rehabilitation may need literacy services, or a student in a literacy program may need family health services. Program personnel may call a contact person on the staff of the other agency to make arrangements for the client to receive the needed services quickly. The contact may be on a formal or informal, personal level. There are several advantages to a referral system: 1. it gives the program an opportunity to explain its services to other agencies; 2. as other programs begin to understand the services of the adult literacy program, they become more willing to refer clients for those services; 3. the adult literacy program becomes a part of a broader system of human services already in existence.

*Means of Recruitment.* Many potential clients are unlikely to be recruited by any other means than by door-to-door canvassing. Recruiters may be hired and trained to make personal contact in this way. Persistent efforts frequently pay off. A prospective client may not respond until the third or fourth invitation. Sometimes clients are willing to assist by making a certain number of door-to-door contacts. Frequently, clients will assist by referring friends, relatives, and others whom they know to the adult learning center. It is more effective if clients make the contacts themselves and share the names with the staff of the adult learning center. When recruiters contact prospective clients, it is helpful for them to have the same general backgrounds. If the client is unlikely to speak English well, it is helpful to have a bilingual recruiter make the contact so the prospective client will feel more at ease.

The director should make sure that adequate materials and audio-visual aids are available to help in recruiting. A few dollars spent in printing appropriate recruitment forms quickly pay for themselves in the impression made on those with whom recruiters come in contact. Dittoed forms or sloppy recruitment materials make a bad impression, and clients are likely to feel that the program is unorganized or ineffective simply because recruitment materials are of poor quality.

Because many referrals come from human resource agencies, the referral system should maintain good lines of communication between the adult literacy program and each agency in the area. These agencies usually welcome the opportunity to refer clients who have problems associated with illiteracy.

Churches, especially those with members or parishioners located in the area of the adult literacy program, can frequently help by putting prospective clients in contact with the program. Although printed notices contained in the church bulletin are helpful, the most effective are announcements delivered by the minister, priest, or rabbi from the pulpit. The director of recruiting may want to explore the possibility of having a "Month of Educational Emphasis" in which all the churches in

the area announce the services of the program each Sunday for a month. The director should clearly type all the essential information in a brief announcement on a distinctively colored card and give it directly to the minister or mark it for his attention. This effort minimizes the possibility that there will be errors in the announcement while the colored card reduces the chance that the announcement may be lost.

Community colleges often get students whom they cannot serve because their literacy level is too low. In such cases, the director of recruiting should make sure that the personnel handling such students have easy access to information about the adult literacy center. Someone from the adult literacy center can go directly to the college, enroll the student, and, if possible, take the student to the learning center and show him around. When this can be done, the chances are greatly increased that the prospect will return and attend the program.

Often, counselors and administrators in secondary schools receive requests from adults wanting to return for their high school diploma. If there is no program in the secondary school by which this request can be honored, the director of recruiting should encourage the staff of the secondary school to refer the student to the adult literacy center and notify the learning center staff so that they may follow up with a personal visit or phone call.

Lines of communication should be established with probation and parole officials. The number of functionally illiterate probationers and parolees is quite high, but, frequently, those who handle such cases are unaware of instructional services for adult illiterates. Some adult learning centers have arrangements with officials in correctional facilities to provide instruction for inmates. Although inmates in long-term facilities usually have an educational program within the prison, city and county jails frequently incarcerate people on relatively minor charges, and no educational programs are available. At least one program has made arrangements so that during the afternoon hours when the adult learning center is used least, prisoners are taken to the learning center where they work for two or three hours improving their literacy skills.

Veterans' organizations are helpful in identifying those who need the services provided by an adult literacy program. Not infrequently, those who leave or retire from the military find that they need to improve their basic literacy skills, develop better coping skills, or prepare themselves to take the GED examination.

Fratoe found in a recent study on rural education that among blacks on farms 41 percent of the men and 31.9 percent of the women were functionally illiterate.

The rates were even higher for rural Hispanics.[1] This study points up the need to develop lines of communication with granges, migrant worker councils, and other organizations dealing with farmers and farm workers. In addition, the director of recruiting should canvass industries employing seasonal or poorly educated workers to make them aware of the services offered by the adult literacy program.

Libraries and librarians frequently get calls from those who want to improve their reading skills. Many libraries have arranged for satellite programs to be established in the library facilities. Librarians have even assisted in teaching classes or working with new readers. A division of the American Library Association, Library Services for the Disadvantaged, has been highly instrumental in increasing the awareness of librarians across the nation about the need to support literacy efforts.

Managers or owners of grocery stores, liquor stores, and barber shops, administrators of hospitals and the staffs of banks, post offices and places which sell money orders and food stamps, should know of the services being provided. Functionally illiterate adults often need assistance in handling forms, cashing checks, and counting change. Someone assisting the adult may suggest that he might receive assistance from the adult learning center.

Adult basic education programs outside the area in which the adult literacy center is located occasionally receive requests from the area served by the adult literacy center and are more than happy to refer the student to the program closer to his home.

Chapter Two discussed the possibility of providing canisters which can be used to collect the names of persons who may need the services of the center. These names usually provide excellent prospects who may be contacted personally by the recruiter.

Means for advertising the program were discussed in chapter two. The director should re-read the section on working with the media, with an eye toward recruitment. Program backing by disc jockeys, talk show hosts, and other media personalities can be invaluable in locating those who need to improve their reading skills.

*Integrating Recruiting into the Program.* It is important that those in charge of recruitment and the recruiters who do the contact work should be thoroughly familiar with the adult literacy program. They should be encouraged to contact tutors, talk informally with students, and generally be made to feel they are an important part of the literacy program--which indeed they are. Recruiters should have pre-service training emphasizing proper techniques and approaches. Recruiters should also be periodically involved in in-service training as an integral part of staff development.

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[1]Fratoe, Frank A. *Illiteracy in Rural America*; Economics, Statistics, and Cooperative Services of the Department of Agriculture, 1978.

Just as every other part of the adult literacy program should be monitored and evaluated, so, too, should the recruitment program. Objectives of the program should be clearly defined and stated and feedback should be sought and evaluated to refine and improve recruitment procedures. Finally, at the end of the program year, the recruiting program should be evaluated in terms of its overall success or failure.

*Summary.* The importance of recruiting is beyond question. Unless students are brought into the program, it will fail to meet its obligations to those whom it seeks to serve. The recruiting efforts should be linked directly to the public relations program. Recruitment is a continual effort. It may begin using the Cooperative Efforts Committee but usually emerges as a separate entity under the guidance of a director of recruiting. The director has the responsibility of maintaining and enlarging the referral system established by the Cooperative Efforts Committee. In addition, the director should train and guide the efforts of recruiters in seeking to make clients aware of the services of the adult learning center and in encouraging clients to avail themselves of those services.

Students already attending the program often refer friends and others to the program. Other referral sources include human resources agencies, churches, community colleges, secondary schools, correctional program officials, veterans' organizations, farm organizations, industry, libraries, stores, and other services in the area.

The recruitment program and the recruiting staff should be an integral part of the program. They should be afforded staff development and the assistance provided by a good evaluation program.

Chapter Nine

## The Instructional Program for Adults

It takes courage for most adults to enroll in an adult literacy program. The vast majority of new students have not been successful in school previously, and their past associations with education often have been unpleasant. For this reason the director must insure that entrance into the program is as painless as possible. The receptionist or staff members who first meet the incoming student should be warm and sincerely cordial.

In tutoring programs the same principle holds. During the time when the tutor and student become acquainted, a primary objective of the instructor should be to put the learner at ease.

*Identifying a Place to Start.* After establishing rapport with the student, the instructor will need to estimate the student's instructional reading level. Although an informal reading inventory is effective in identifying this level, it usually takes from twenty to forty minutes to administer the entire inventory--too long for the beginning reader to remain in a test-type situation. Most centers use some sort of initial placement guide to estimate the student's reading level more quickly.

The director may want to experiment with two or three of the commercially produced placement devices to see which fit the needs of the program best.

An approach that has been used successfully by many literacy programs is the "Test that's Not A Test (T-NAT)," originated by Don Brown. The T-NAT may be devised from a series of reading passages that increases in difficulty from levels one through six (or one through eight if the teacher chooses). A passage of exactly twenty words at first grade level is put on the first card. The number 1 is placed in the upper right corner. For the second card a passage of exactly forty words of mid-second grade difficulty is used and the number 2 written in the upper right corner. For the third passage exactly sixty words of mid-third grade difficulty should be chosen and the number 3 put in the upper right corner of that card. The same general process is used for cards four, five, and six, with mid-fourth grade level using eighty words, mid-fifth grade level one hundred words, and mid-sixth grade level one hundred twenty words. The grade level should be written in the upper right corner of each of these cards.

The number in the upper right corner of each card represents that card's place in the sequence of the cards, the grade level of the material, and, most importantly, the maximum number of errors permissable if the student is to be regarded as reading the card sucessfully. If the reader makes more errors than the number on the card, he has not passed the level of reading represented by that card. The test may start at any level, but the first card should be chosen at a level which the examiner feels the student can handle easily. The only errors counted are mispronounced words, substitutions, omissions, additions, words pronounced for the reader, and transposed order. Administration of the test usually takes less than five minutes.

Variations on the T-NAT procedure include the use of questions (Brown suggests no questions be used with students on their first appearance in the reading center) and the use of only every other passage. The latter variation shortens the test even further as the teacher administers card two, skips card three, and then administers card four. If the student makes fewer errors than the number in the upper right corner of card two but more than the number on card four, initial placement is estimated to lie between the two cards--at level three.

Finding the proper starting level for the student entering the program for the first time is extremely important. If he is placed in material which is too easy, he will feel that he is making no gain and that the effort is not worth his time. If the material is too difficult, he may become discouraged and drop out.

*Setting Instructional Goals with the Client.* The teacher may want to talk with the new student regarding his personal goals and objectives. It is important that the student feel relaxed and comfortable. For this reason many teachers conduct the conversation in the lounge area. Determining why the learner has en-

tered the program and what he expects to get out of the program are helpful to the instructor in goal-setting with the student. The instructional program should reflect an awareness of the student's purposes for entering the program. A woman who comes because she wants to learn to read to her children has different goals from an impatient 21-year-old man who is getting married in a few months and is anxious because his fiancée is unaware of his illiteracy. The impatience of many adult learners who want to acquire total literacy in a short time span must be handled sensitively by the instructor as he helps the student form realistic goals.

In addition to long range goals, the teacher will want to establish short range instructional objectives with the student. The more basic the level of literacy the more important it is to establish short range instructional objectives. These should be set in cooperation with the student, and, if the contract approach is used, the objectives may be entered as part of each week's contract.

*Choosing an Appropriate Reading Approach* A brief description of common instructional approaches used in adult basic education literacy programs is contained in Chapter Five. In selecting an appropriate reading approach to use with a particular student, the instructor should consider the level of skill development, the willingness and ability of the student to work with others, the student's interests, and the match between the ability of the teacher and the various instructional approaches. Because of its popularity, a discussion of the language experience approach may be helpful for the director and staff.

The language experience approach integrates all four language arts--listening, speaking, reading, and writing--into the instructional program. The first step for the instructor is to create a comfortable atmosphere in which the student can either dictate his thoughts to the teacher or write them himself. Often the instructor will direct the flow of conversation by discussing a recent news event, showing a film, discussing topics in consumer education, or other matters of interest to the student. If the instructor is writing the story, it is important to use the learner's own words as he expresses them.

During the dictation, the instructor may position himself so the learner can see each word as it is written. After each sentence is recorded, the instructor and learner read it back together. Subsequent sentences are written in the same manner. Initially, it is best to limit the length of the language experience episode to three or four sentences so the student will not have difficulty remembering what has been written. To develop comprehension of the main idea, the instructor may ask the learner to supply a title or headline. Later the learner is asked to read the episode, silently underlining all the words that he knows. These known words become part of

his sight vocabulary and are copied on index cards or into a vocabulary notebook. Alphabetizing skills can be developed while arranging the words in alphabetical order in the file.

The language experience stories and the sight vocabulary that comes from them are the basis for skill development. Phonic and structural elements are noted in words that are known. The reader is then asked to find the same phonic or structural elements in unknown words. In this way, reading skill development and the application of the skills to materials are interwoven, and skills work is not isolated from actual reading situations.

After the learner has acquired a reasonably large sight vocabulary and can use some elements of phonics, structural analysis, and context clues to arrive at the pronunciation of unfamiliar words, he is ready for high-interest, low-readability printed materials.

*Basic Elements of Reading Instruction.* Reading consists of more than word recognition. Reading instruction may deal with a number of aspects of reading. First, in order for an adult to be successful in learning to read, he must be motivated to want to learn to read and have the psychological and physical readiness to be able to profit from reading instruction.

Reading readiness consists of a number of different factors. Four factors basic to adult beginning readers are visual discrimination, auditory discrimination, language base, and attention.

The beginning adult reader must be able to visually discriminate letters and word-like forms. Unrelated to the ability to see, visual discrimination is the ability to differentiate between similar forms. The letters d, b, p, and q, for example, are basicially different only in their "position in space." The beginning reader seldoms encounters a situation outside of reading in which position in space is important. A cat is a cat whether standing or lying down. A dog is a dog whether facing in one direction or another. The identity of most objects does not rely on its position. This is not true in reading, however, and the successful beginning reader must master fine visual discrimination skills which are not common in everyday life.

Readiness also includes auditory discrimination, that is, the ability to hear relatively small differences between words. It is difficult for many adults to hear the difference between pin and pen because they lack the ability to discriminate auditorially between the short i and short e vowel sounds.

The third readiness skill is a good language base. When a child is in first grade, he is expected to have had five or six years experience with the language in which he will be taught to read. If this experience is lacking, difficulties in learning to read commonly occur. When adults lack experience in the language in which they will be

taught to read, they, too, have difficulties. A strong language base is vital to successful reading instruction. When it does not exist, supplementary instruction in language development should be part of the reading program

The last of the four elements of adult reading readiness is attention. Unless a student can give attention to what he is trying to learn, he is not likely to be successful. Many factors interfere with the ability to pay attention. When the student is unable to give full attention to what he is trying to learn, he is unlikely to be successful.

A second element of reading instruction beyond readiness and motivation is word recognition. The adult learner must learn to recognize words through sight vocabulary, word analysis, and context clues. "Sight vocabulary" is the term used to distinguish the recognition of words through visual clues--not through the association of sounds and letters. A word which is part of one's sight vocabulary is recognized almost instantly.

A student may recognize words through word analysis--the association of sounds and letters, breaking the word apart and then blending the letters and groups of letters together to make a recognizable word.

The last part of word recognition is the utilization of context clues to help the reader recognize a word. The rest of the sentence will often help a reader identify a word which otherwise is unknown to him. For example, in the following sentence, "The man leaped onto the h---- and rode away into the sunset," the reader would probably guess that the unkown word was horse simply through the meaning of the rest of the sentence.

A third major area is comprehension. This includes understanding vocabulary, details, the main idea, and inference. A fourth area is locational and study skills. This is the ability to locate and gain information from various sources. New emphasis has been given to this area since the Adult Performance Level Study by Northcutt. Although not totally under the realm of locational and study skills, the study, nonetheless, points out the critical need for adults to locate, understand, and utilize information on five general knowledge areas.[1]

A fifth area is fluency and rate. A mature reader must not only read fluently but use an efficient speed in gaining understanding from materials. Fluency is reading in such a fashion as to make the words communicate. It is often said that fluency is the reading skill which makes print sound like "talk written down." Fluency is related to rate. A non-fluent reader has great difficulty becoming an effective rapid reader.

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[1]Northcutt, Norvell, and others. *Adult Functional Competency: A Summary*, Austin; the University of Texas at Austin, 1975.

A fluent reader reads in a smooth, flowing fashion, conducive to the development of good speed reading skills. But speed reading is seldom the concern of the adult literacy instructor. Speed ought never to be emphasized until basic reading skills are are mastered.

The sixth and final area is reaction. This includes the reader's ability to evaluate critically, appreciate, and enjoy reading material. Most adults who are good readers enjoy reading. Because they enjoy it, they read a great deal, and because they read a great deal, they become even more proficient as readers.

In order to help students develop maturity in reading, the adult literacy instructor may deal with any and all of the elements above. A mature reader has the motivation to want to learn to read, the readiness to profit from reading instruction, good word recognition skills, good comprehension, effective location and study skills, fluent and effective rate, and reaction that includes insight, appreciation, and enjoyment of reading.

*Developing Coping Skills.* As readers develop beyond the more basic levels, much of the material which they read should help them to develop life-coping skills. Many materials have been developed to deal with such topics as consumer needs, recreation and hobbies, family problems, job concerns, health, and money management.

Many of the high interest, informational publications available in the area of life-coping skills serve two purposes for the adult reader. First of all, they supply the learner with valuable information that enables him to cope better with the world around him. Second, they furnish the reader with materials that he wants to read and can read. Reading instructional goals may be pursued within the life-coping selection. An article on how to interview for a job may be used to develop word recognition, comprehension skills, or locational and study skills, for example.

*Record keeping.* Adult programs usually have open enrollment and face irregular attendance, creating a need to keep track of the work and progress of each student. The most common procedures involve an individual record system, often printed as part of a file folder or slipped into the student's file where both the instructor and the student can quickly identify the point at which the student stopped last time he attended and at which point he should begin this time.

A record form usually is in two parts. The first consists of a sequence of skills in reading and, occasionally, math. The instructor checks off those skills which the student has mastered and indicates the next skill or set of skills on which the student is to work.

The second part of the form is a section in which the student indicates materials with which he is working. This section makes it easy for the student to return to the learning center for the first time after an absence of several days, quickly locate his place, and, with almost no waste of time, continue with his work.

It is important that the student's progress folder be kept current; otherwise, the student may simply make random selections that lead to ineffective use of his time. A well-kept record keeping system has the advantages of:

1. Saving the student time.
2. Allowing the teacher or tutor an immediate check on the student's progress.
3. Encouraging the student both as to the structure of the program and his personal progress in that program.

The record keeping system should parallel materials being used in the program. It would be pointless for a program which relied heavily on programmed reading materials to use the same sort of record keeping system as one used with the language experience approach or an individualized reading approach. Examples of record keeping systems appear on pages 98 and 100.

*Assessment of Learner Progress.* In order to know the student well enough to make effective instructional decisions the tutor or teacher may utilize a range of measures. An instructor may have the student perform a reading task informally in order to observe how well the student does. If the student can perform the task, the instructor proceeds to other skills. If not, the instructor makes plans to help the student learn the skill.

Sometimes referred to as diagnostic-prescriptive instruction, this approach has been used by good instructors for many years. In the past few years, however, the approach has been refined, and criterion-referenced tests have been used for the assessment. The major difference between informal measures and criterion-referenced tests is the precision in setting standards indicating mastery. With the older informal assessment, the level of mastery was usually quite flexible and often simply relied upon the whim of the teacher. Criterion-referenced tests usually designate a level of performance deemed necessary for passing. Some programs demand ninety percent mastery, others seventy-five percent, but there is usually some agreed upon standard or criterion.

At times standardized norm-referenced tests are mandated by the state or federal government for evaluation of learner progress. Such tests usually give comparison between various programs and the norm group. The tests are less reliable when they are used to indicate individual student gains. But if tests of that sort must be used, they should be "squeezed" to gain more useful information from them. If the teacher will go back through the tests, he may discover at which points the student has had difficulty. For example, a teacher may find that the student is unable to identify the main idea of the paragraph, is unable to use certain study or locational skills, or

seems to be unable to follow directions. If only total test scores are utilized, much information is lost.

There are several means of assessing student gain through informal procedures such as teacher observation, client self-assessment, and conferences between the student and the teacher. Observations by the teacher can be made more valuable by relating them directly to each student's instructional objectives, eliminating some of the subjectivity involved. Students may also be asked to rate their own progress. Student self-assessment inventories or surveys are simple to make and can save the teacher time in assessing progress.

Student-teacher conferences are an important part of the individualized reading approach but can be used with almost any approach in adult basic education. The learner may want to confer with the teacher about a book or an article, share new information, or learn where he can find more reading material on an interesting subject.

*Summary.* In the instructional program for adults it is important to put the student at ease as soon as he enters the program. The instructor then must identify a place to begin both in reading and math.

The initiation of instruction should begin with the establishment of realistic long and short range objectives. A reading approach must be selected which will match the client's level of skill development, his willingness and ability to work with others, and his interests. The approach selected should be one which the teacher can use skillfully. Basic elements of reading instruction include the motivation to learn, readiness to profit from reading instruction, teaching word recognition skills, building comprehension and locational and study skills, developing fluency and rate, and increasing critical reaction and enjoyment of reading.

As the student progresses, the instructor should help the student develop life-coping skills through the reading material. Coping skills may range from the level of survival to the skills necessary for a fuller, more satisfying life.

Record keeping allows the instructor to keep track of student progress and minimizes wasted time. Means for assessing student progress include teacher observation, the use of criterion-referenced tests and other informal measures, gaining the most information possible from standardized norm-referenced tests, student self-assessment measures, and student-teacher conferences.

Chapter Ten

## Retaining Learners in Adult Literacy Programs

The best means of retaining students in adult literacy programs is through the development of a high quality program which succeeds in helping students achieve their personal goals. Indeed, if their goals are not achieved, none of the other suggestions made in this chapter will be enough to keep student attendance high. Unfortunately, however, some good instructional programs fail to retain students because they do not take into account certain other concerns that are important to the learner.

*Rewards for the Learner.* It is important for the student to feel that he is making progress. The instructor may help the student realize success through either extrinsic or intrinsic rewards. Many students who have had great difficulty with their reading in the past must be encouraged with rewards outside the actual reading material. It may be necessary for the instructor to provide graphs, charts, or other systems by which achievement may be noted and rewarded. The reward system should be set up on small increments so that progress is plotted frequently. The instructor should be careful to insure that the student does not compete with other students but only with his own past performance. Almost unlimited means

exist for rewarding students. For many, the traditional progress chart is sufficient. For others, the instructor should take the time to discuss reward systems which may be more personally appealing.

The instructor may help the client discover the instrinsic rewards which exist in reading itself--the joys which exist in being able to read shopping ads more effectively, understand a news story independently, or read an interesting book. Intrinsic rewards are the most effective means for encouraging future reading.

*Continuous Program.* It frequently is difficult for adults to fit study and school attendance into their adult roles and responsibilities. A good rule-of-thumb for the director, therefore, is to avoid interruptions in the schedule as much as possible. After every holiday or break a number of students will drop out and will need to be re-recruited. A continuous program reduces the number of such drop-outs.

*Fitting the Learner's Time Schedule.* Many students drop out of the program because they cannot attend at a time which is convenient to them or they feel pressure from the instructor or staff when their attendance must be irregular because of the demands of shift work or their family on their time. Sometimes it is possible to change the hours during which the center is open--staying open later in the evening or opening earlier in the morning. One center opens from two to five a.m. each morning in order to accommodate prospective clients who get off work at a stamping plant at that hour. Hours will vary with the location. Certainly not every program should open at five a.m. or remain open until ten p.m., but peculiar circumstances in some locations should cause the director to consider unusual hours.

*Locations which meet the Learner's Needs.* Home study programs have one advantage of importance--they take the program to where the clients are. Adult learning center satellites often can be established in a facility near a pocket or group of clients. Other students can be reached by instructional programs on the premises of businesses and industries. Mobile learning centers can move with migrant worker encampments. In order to be effective in reaching the student who cannot come to an adult learning center, the director needs to consider how the program may best be made deliverable to the client.

*Provision for Child-care.* One of the greatest causes for adults leaving literacy programs is the lack of facilities for proper child-care. Arrangements for baby sitting in the student's home can be expensive and difficult. Many centers provide child-care as part of the program, in some cases combining the child-care center with classes for mothers in parenting. One center operates its child-care program in conjunction with the local community college which offers work leading to certification as a child-care specialist, allowing the holder to operate a child-care center or offer licensed day-care in one's home.

*Transportation Needs.* Some students simply have difficulty getting to the adult learning center. Public transportation may not be available or may be too expensive for some of the clients. The director should investigate the possibility of car pooling, rearrangement of public transportation at specific times, transportation of students by special means sometimes available within the community, or use of foundation or other special funds to cover the cost of transportation.

*Awards and Recognition.* The director should arrange to have an awards night at least once each year. Certificates can be given for attendance and the attainment of certain levels of education such as eighth grade and high school equivalency. In addition, course completion awards can be an incentive to many adults. English as a Second Language (ESL) classes can offer certificates of mastery. Certificates can also be given for coping skills, basic skill competencies, math achievement, and other areas, highlighting student progress.

Another activity which often encourages clients is a "family night." Families of the students attend, and "Certificates of Merit" are handed out to each student indicating the teacher and the level at which the student is presently placed. Additional activities include picnics, films, and special programs such as a concert or Christmas celebration in which the students participate and to which families and friends are invited.

*Job Placement.* One major reason for attending an adult learning center is to get a job or to find a better job. The director, in cooperation with the state employment service, can frequently develop a list of job openings for students who are ready for placement. Often, a state employment service counselor will work directly with students in the adult learning center. Many centers have state employment service help available one night per month.

*Assistance in Locating Further Educational Opportunities.* As students make progress in their educational programs, it is important for the director or other members of the staff to counsel them in further educational pursuits. Although many will never proceed beyond the educational opportunities available within the adult learning center, some may go on to trade school, community college, or other educational institutions. It is important that they be helped to find their way.

*Help with Problems.* The problems which often plague undereducated clients include: 1. legal difficulties, 2. medical problems, 3. housing problems, 4. family disorders, and 5. difficulties which arise in working with various agencies. The director may make arrangements with the legal aide society, family health clinic, and representatives from agencies which work with adult basic education clients to be available within the adult learning center from time to time to assist students with their

problems. In addition, the director and staff should be alert to other matters which cause students difficulty. The staff is often the only resource available to students in working through red tape.

*Following up on Dropouts.* Each teacher should be responsible for contacting students who stop coming. The contact is a means of indicating the students are important to the teacher.

For those students who drop the program completely, the program director or director of recruiting should make a personal phone call or visit to determine why the student has dropped out. The contact may be instrumental in getting the student to return at a later time and will also help the program director assess whether the withdrawal was due to a program fault or was simply something which was unavoidable.

*Summary.* The most important factor in retaining students in an adult basic education program is an effective program. Other factors, however, can help keep students in the program. Included among these are extrinsic and intrinsic rewards, meeting the time schedule needs of the learner, offering the program at locations convenient to the learner, providing for child-care needs, and helping with transportation. Awards, certificates, and participation in social events help students feel that they are part of the program. Program services such as job placement, legal assistance, medical assistance, and help in working with different agencies can often avert problems which otherwise would cause students to drop the program. Finally, those who do drop the program should be visited personally and encouraged to return to the program at a later time. During the visit, the staff member should attempt to learn whether or not the program may be improved to avoid losing other students.

# APPENDIX

Adult Performance Level Study--

Objectives for Functional Competency*

Occupational Knowledge

Goal: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests

Objectives:

1. To build an oral and written vocabulary related to occupational knowledge
2. To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment
3. To define occupational categories in terms of the education and job experience required, and to know minimum requirements of given occupations
4. To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications
5. To understand the differences among commercial employment agencies, government employment agencies and private employers
6. To prepare for job applications and interviews
7. To know standards of behavior for various types of employment
8. To know attributes and skills which may lead to promotion
9. To know the financial and legal aspects of employment
10. To understand aspects of employment other than financial which would affect the individual's satisfaction with a job.

Consumer Economics

Goal: To manage a family economy and to demonstrate an awareness of sound purchasing principles

*Source: Northcutt, Norvell, and others, *Adult Functional Competency: A Summary* (Austin: The University of Texas at Austin, Division of Extension, Industrial and Business Training Bureau, 1975).

Objectives:

1. To build an oral and written consumer economics vocabulary. This should be an ongoing process through each objective
2. To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations
3. To understand the concepts of sales tax and income tax
4. To be aware of the basic principles of money management, including knowing the basics of consumer decision-making
5. To use catalogs, consumer guides, and other reference documents to select goods and services
6. To be aware of factors that affect costs of goods and services and to determine the most economical places to shop
7. To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between "first" and "seconds" and to be able to substitute economy for quality according to individual needs
8. To know the various methods by which goods are packaged and to know which methods are most cost-effective in terms of quality and storage
9. To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual
10. To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising
11. To know how to order food and to tip in a restaurant
12. To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources
13. To determine housing needs and to know how to obtain housing and utilities based on those needs
14. To know how to buy and maintain a car economically
15. To know basic procedures for the care and upkeep of personal possessions (home, furniture, care, clothing, etc.) and to be able to use resources relating to such care
16. To know the various media of exchange and to be familiar with banking services in the community
17. To develop an understanding of credit systems
18. To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his family

19. To know the resources available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics
20. To understand the implication of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare

Health

Goal: To ensure good mental and physical health for the individual and his family

Objectives:

1. To develop a working vocabulary related to health, especially as it relates to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's directions in applying treatments
2. To understand how basic safety measures can prevent accidents and injuries and to recognize potential hazards, especially as such hazards relate to home and occupational safety
3. To know medical and health services in the community
4. To understand the physical and psychological influences of pregnancy as well as the need for proper pre-natal care
5. To understand the importance of family planning, its physical, psychological, financial and religious implications and to have knowledge of both effective and ineffective methods of birth control
6. To understand general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in accordance with needs and resources
7. To understand the special health needs and concerns of the adolescent (and his parents) and to become acquainted with some ways to ease the transition from childhood to adulthood
8. To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance
9. To understand the interaction of self as a member of small groups (family, work, club, class) and to use this understanding to promote effective interpersonal coping skills
10. To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters
11. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems

12. To understand what constitutes a proper diet and to plan meals according to individual needs and resources
13. To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control

Government and Law

Goal: To promote an understanding of society through government and law and to be aware of governmental functions, agencies, and regulations which define individual rights and obligations

Objectives:

1. To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual. This should be an ongoing process as each objective is covered
2. To develop an understanding of the structure and functioning of the federal government
3. To investigate the relationship between the individual citizen and the government
4. To understand the relationship between the individual and the legal system
5. To obtain a working knowledge of the various legal documents which the individual will need as a member of society
6. To explore the relationship between government services and the American tax system

Community Resources

Goal: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living

Objectives:

1. To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) services to community members and (b) services to persons outside the community or non-self-supporting members of society (unemployed, criminals, insane, etc.)
2-3. To know the types of community services provided for members of society including the purposes of and how to gain access to these services
4. To understand how and when to apply for community services, such as Social Security and Medicare

5. To know various recreational services available in the community
6. To be able to utilize information services of the community
7. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints

Subset: Transportation

8. To build an oral and written vocabulary of transportation terms, including car insurance terms
9. To be able to recognize and utilize signs related to transportation needs
10. To develop a familiarity with transportation schedules, and to calculate fares
11. To be able to find and utilize information facilities
12. To learn the use of maps relating to travel needs
13. To recognize time zone boundaries and understand the concept of daylight saving time
14. To request information on and make verbal and written travel and overnight accommodations/reservations
15. To understand the relationship betwen transportation and public problems
16. To understand driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.

Student: _____

Date of beginning: _____ Level: _____

Date of Mastery for this level

READING

_____ Readiness

_____ Sight Vocabulary

_____ Context Clues

Word Attack

_____ Initial consonants

_____ Short vowels

_____ Long vowels

_____ Vowel blends

_____ Consonant blends

_____ Diphthongs

_____ Syllabication

Comprehension

_____ Vocabulary

_____ Details

_____ Main idea

_____ Inference

Locational and study skills

_____ Dictionary

_____ Library

Locational and study skills con't

_____ Want ads

_____ Commercial ads

_____ Telephone yellow pages

_____ Encyclopedia

_____ Maps

_____ _____

_____ _____

_____ _____

_____ Fluency

_____ Effective rate

Reaction

_____ Critical evaluation

_____ Appreciation of good writing

_____ Enjoyment

Other:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

## WRITING

_____ Letter formation
_____ Capitals
_____ Lower case
_____ Spelling
_____ Can recognize and write sentences
_____ Recognizes topic sentence in a paragraph
_____ Can write a paragraph
_____ Knows how to break material into paragraphs
_____ Uses indentation
_____ Business letters
_____ Friendly letters
_____ Job applications
_____
_____
_____

## SPELLING

_____ Knows when to double consonants
_____ Knows how to pluralize
_____ Knows when to capitalize
_____ y to i
_____ ie/ei
_____

## MATHEMATICS

_____ Adds single whole numbers
_____ Adds two or more columns, whole nos.
_____ Subtracts single whole numbers
_____ Subtracts two or more columns
_____ Multiplies whole numbers
_____ Divides whole numbers
_____ Adds fractions
_____ Subtracts fractions
_____ Multiplies fractions
_____ Divides fractions
_____ Decimals
_____ Per cent

## PUNCTUATION

_____ Periods
_____ Question marks and exclamation marks
_____ Commas
_____ Colons, semi-colons
_____ Parentheses

NAME Sample folder

| DATE | TIME SPENT | SKILL | MATERIAL | EVALUATION |
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Record Keeping System No. 2

| RATE | ORAL READING | VOCABULARY | PRONUNCIATION AND COMPREHENSION | PHONICS SKILLS |
|---|---|---|---|---|
| GRADE WORD MIN. | DEMONSTRATES | USES: | TECHNICAL TERMS | VOWELS: |
| | Fluency ____ | | | Long ____ |
| 400 | | ROOTS ____ | UNDERSTANDS: | |
| | Good expression ____ | | Meaning Isolated ____ | Short ____ |
| 375 | | PREFIXES ____ | | |
| | Natural voice quality ____ | | Context ____ | CONSONANTS: |
| 350 | | SUFFIXES ____ | | Initial ____ |
| 325 | OTHER: (Specify) | | USES: | |
| | | DICTIONARY | Pronunciation ____ | Medial ____ |
| 300 | ____ ____ | Locate words ____ | | |
| | | | OTHER: (Specify) | Final ____ |
| 275 | ____ ____ | Diacritical Marks ____ | | |
| | | | ____ ____ | BLENDS: |
| 250 | ____ ____ | OTHER: (Specify) | | Initial ____ |
| | | | ____ ____ | |
| 225 | ____ ____ | ____ ____ ____ | | Medial ____ |
| | | | ____ ____ | |
| 200 | LISTENING SKILLS | ____ ____ | | Final ____ |
| | | | CONTEXT CLUES | |
| 175 | Follows: | ____ ____ | | SYLLABICATION: |
| | ORAL DIRECTIONS ____ | | MAKES USE OF CONTEXT CLUES TO DETERMINE | VCCV ____ |
| 150 | | ____ ____ | | |
| | MEANINGS OF ORAL MESSAGES ____ | | VOCABULARY MEANING ____ | VCV ____ |
| 125 | | ____ ____ | | |
| | OTHER: (Specify) | | PARAGRAPH MEANING ____ | OTHER: (Specify) |
| 100 | | | | |
| | ____ ____ | | OTHER: (Specify) | ____ ____ |
| 75 | | | | |
| | ____ ____ | | ____ ____ | ____ ____ |
| 50 | | | | |
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| 25 | | | | |
| | ____ ____ | | ____ ____ | ____ ____ |

Record Keeping System No. 2 (con't)

| MAIN IDEAS | MEANINGS | NOTE TAKING | SUMMARIZING | REFERENCE SKILLS |
|---|---|---|---|---|
| IDENTIFIES MAIN IDEAS IN: | RECOGNIZES SPECIFIC MEANINGS | ABILITY TO IDENTIFY KEY WORDS ____ | DEMONSTRATION OF ABILITY TO SUMMARIZE: | ABILITY TO USE: |
| SENTENCES ____ | SENTENCES ____ | ADEQUATE ORGANIZATION ____ | SENTENCES ____ | DICTIONARY ____ |
| PARAGRAPHS ____ | PARAGRAPHS ____ | MAIN DETAILS ____ | PARAGRAPHS ____ | PARTS OF BOOKS: |
| ARTICLES ____ | LONGER SELECTIONS: (Specify ____ | OTHER: (specify) | ARTICLES ____ | CONTENTS ____ |
| BOOKS ____ | ____ ____ | ____ ____ | BOOKS ____ | GLOSSARY ____ |
| OTHER: (specify) | ____ ____ | ____ ____ | OTHER: (specify) | APPENDIX ____ |
| ____ ____ | ____ ____ | ____ ____ | ____ ____ | INDEX ____ |
| ____ ____ | CRITICAL READING ____ | ____ ____ | ____ ____ | LIBRARY |
| ____ ____ | INFERENCES | ____ ____ | ____ ____ | OTHER ____ |
| ____ ____ | OTHER: (specify) | ____ ____ | ____ ____ | ____ ____ |
| ____ ____ | ____ ____ | OUTLINING | SKIMMING | SCANNING |
| | ____ ____ | USES APPROPRIATE KEY WORDS ____ | PICKS OUT KEY WORDS | ADEQUATELY FINDS ANSWER TO QUESTIONS ____ |
| | ____ ____ | ORGANIZES ____ | COMPREHENSION ____ | OTHER: (specify) |
| | ____ ____ | OTHER: (specify) | OTHER: (specify) | ____ ____ |
| | ____ ____ | ____ ____ | ____ ____ | ____ ____ |
| | | ____ ____ | ____ ____ | ____ ____ |
| | | ____ ____ | ____ ____ | ____ ____ |
| | | ____ ____ | ____ ____ | ____ ____ |

| WRITING SKILLS | SPELLING | PUNCTUATION | MATHEMATICS | OTHER |
|---|---|---|---|---|
| SENTENCE (complete)<br>Recognizes ____<br>Writes ____<br><br>RECOGNIZES AND WRITES PARAGRAPH:<br>Topic Sentence ____<br>Detail Sentence ____<br>Summary Sentence ____<br>Uses indentation ____<br><br>CAN WRITE THE FOLLOWING LETTERS:<br>Business ____<br>Informal ____<br>Invitation ____<br>Job application ____<br>Regret ____<br><br>OTHER: (specify)<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____ | KNOWS THE FOLLOWING AND APPLIES:<br>Silent e rule ____<br>Double vowel rule ____<br>Capitalization ____<br>Plurals ____<br>Doubling rule ____<br>y to i ____<br>ie/ei ____<br>Suffixes ____<br>Prefixes ____<br><br>OTHER: (specify)<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____ | KNOWS HOW TO USE AND USES:<br>Period ____<br>Comma ____<br>Question mark ____<br>Exclamation point ____<br>Colon ____<br>Semi-colon ____<br>Parenthesis ____<br><br>OTHER: (Specify)<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____<br>____ ____ | HAS KNOWLEDGE OF AND MAKES USE OF:<br>Symbols ____<br>Formulas ____<br>Equations ____<br>Graphs ____<br>Technical vocabulary ____<br><br>COMPUTATION: Ability to perform:<br>ADDITION:<br>Whole numbers ____<br>Integers ____<br>Rational numbers:<br>Fractions ____<br>Decimals ____<br>Per cent ____<br>SUBTRACTION:<br>Whole numbers ____<br>Integers ____<br>Rational numbers:<br>Fractions ____<br>Decimals ____<br>Per cent ____ | MATH (cont.)<br>MULTIPLICATION<br>Whole numbers ____<br>Integers ____<br>Rational numbers:<br>Fractions ____<br>Decimals ____<br>Per cent ____<br><br>DIVISION<br>Whole numbers ____<br>Integers ____<br>Rational numbers:<br>Fractions ____<br>Decimals ____<br>Per cent ____<br><br>OTHER: (specify)<br>Taking roots ____<br>Raising to a power ____<br>____ ____<br>____ ____<br>____ ____ |

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